

DOCUMENT RESUME

ED 149 823

JC 780 104

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TITLE Community Education-Work Councils. Volume I: National Office Report on the First Year, October 15, 1976 through October 15, 1977.
INSTITUTION American Association of Community and Junior Colleges, Washington, D.C.
SPONS AGENCY Employment and Training Administration (DOL), Washington, D.C.
PUB DATE [77]
CONTRACT 99-7-784-42-09
NOTE 316p.; For related documents, see JC 780 105 and 106. Some pages may reproduce poorly.
EDRS PRICE MF-\$0.83 HC-\$16.73 Plus Postage.
DESCRIPTORS Case Studies; *Citizens Councils; Community Colleges; Community Leaders; Community Programs; *Demonstration Programs; *Employment Problems; *Junior Colleges; Program Development; Program Proposals; Rural Areas; *School Industry Relationship; Vocational Adjustment
IDENTIFIERS *Community Education Councils

ABSTRACT

Seven rural community colleges were selected to demonstrate the effectiveness of the community college in serving as a catalyst and facilitator for community education-work councils. The councils were intended to establish mechanisms for easing the transition from schooling to work. Initiated in 1977 through subcontract with the American Association of Community and Junior Colleges, the programs were implemented at the Community College of Vermont, Assunpink Community College (Connecticut), Motlow State Community College (Tennessee), Bayamon Regional College (Puerto Rico), Tanana Valley Community College (Alaska), De Kalb Community College (Georgia), and Southeast Community College (Nebraska). Chapters of this report discuss national office activities, including demonstration site subcontracts, prime contract budget requirements, case studies for each of the seven community colleges, and issues and problems regarding staff, the council, financing, service areas, and college and federal roles. Appendices take up the bulk of the document and include: Department of Labor-AACJC contract, request for proposal (RFP); RFP notice, grading device and request record; a list of RFP requests by state; application records, selection confirmation and rejection letters, demonstration site subcontract; reimbursement and financial report forms; information and publicity samples, project letters, and budget modification request. (LH)

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COMMUNITY EDUCATION-WORK COUNCILS

NATIONAL OFFICE REPORT ON THE FIRST YEAR:

October 15, 1976 through October 15, 1977

Volume I

JK 780 104

This program was funded by the U.S. Department of Labor, Employment and Training Administration, Office of National Programs, Contract Number 99-7-784-42-09. The opinions expressed in this report are solely those of the AACJC project director.

Details presented in this report were verified by each demonstration site before publication. Individual site reports and evaluations are presented in two companion volumes.

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SECTION ONE

NATIONAL OFFICE ACTIVITIES

CHRONOLOGY OF MAJOR EVENTS

<u>DATE</u>	<u>EVENTS</u>
10/18/76	Contract award
11/15/76	Hiring of Director
12/7/76	Project press release
12/15/77	Publication of Request for Proposal notice
1/19/77	DOL Work-Education Initiative staff meeting
1/31/77	Closing date for proposal submission
2/3/77	Completion of proposal evaluation instrument
2/14/77	National Consortium director meeting
2/15/77	Selection and notification of first five successful applicants
2/23-3/5/77	First series of demonstration site visits to review individual project plans and to negotiate project budgets
3/8/77	Discussion with NMI resulting in AACJC's agreement to purchase the <u>Information Exchange</u> rather than produce its own newsletter
3/15/77	Invitation to Southeast Community College to join the project
3/20-3/23/77	AAHE Convention
3/24-3/29/77	Initial site visits to Alaska and Nebraska
4/4-4/6/77	First staff development meeting in concert with NMI national session (Columbia, Maryland)
4/10/77	Southeast Community College officially included in project
4/17-4/20/77	AACJC Convention: Education Work-Council forum presented

(cont.)

DATE	EVENTS
4/27-4/28/77	Site visit to attend the first Asnuntuck council meeting
5/18/77	Invitation to DeKalb Community College to participate with partial funding
5/23/-5/24/77	Site visit to attend Motlow State council meeting
5/31-6/1/77	Site visit to attend Bayamon council meeting
6/7/77	Project presentation to National Capital Region Association of Co-Operative Education at Gallaudet College
6/7/77	DeKalb Community College officially joined the project
6/9-6/10/77	Attended NIE-sponsored Great Debate on Career Education (Washington, D.C.)
6/17-6/22/77	Second staff development session in conjunction with Vermont Community College council meeting (Highgate Springs, Vermont)
6/30/77	First siteprocess evaluation
7/15/77	First budget modification request and initial second year funding application submitted
7/24-7/26/77	Site visit to Lincoln, Nebraska to attend council meeting
7/27-7/30/77	Site visit to Fairbanks, Alaska to attend council meeting
8/5/77	National Consortium directors meeting with DOL Youth Programs staff
8/8-8/9/77	Site visit to DeKalb Community College to attend council orientation breakfast
8/31/77	Second site process evaluation reports
9/12/77	DOL contracts review meeting, including AACJC and NMI directors
9/14/77	Draft site final first period reports

(cont.)

DATE

EVENTS

9/21/77

Site visit to attend Asnuntuck council meeting

9/22-23/77

Site visit to Vermont to provide orientation to new program administrator

9/27-28/77

Site visit to DeKalb Community College to establish project close-out procedures

9/29-30/77

Site visit to Motlow State to attend full council meeting

10/3/77

Revised second year application submitted

10/7/77

Completion of DeKalb Community College program

10/15/77

Finished site final reports and final evaluation studies

A. BACKGROUND

On October 18, 1976, the American Association of Community and Junior Colleges (AACJC) was awarded a cost reimbursement contract by the U.S. Department of Labor, Employment and Training Administration, Office of National Programs, to "demonstrate the effectiveness of the community college in serving as a catalyst and facilitator for community education-work councils where none exist." (Appendix 1). These councils were to be modeled after the design presented in the The Boundless Resource by Willard Wirtz and the National Manpower Institute. At least five community colleges were to be selected as demonstration institutions. Two of these were to be located in essentially rural settings.

Two other national organizations had been awarded monies to conduct similar programs. These groups were the National Manpower Institute (NMI) and the National Alliance of Businessmen (NAB).

AACJC was selected to implement this program for several reasons. In addition to its well established record of successful national program management, the Association represents more than 900 of the 1,230 community, junior and technical colleges in this country. The ultimate purpose of these institutions is to provide locally relevant postsecondary educational opportunities to residents in their service areas. The primary means these colleges use to achieve local relevancy is to periodically assess the interests and needs of the community and then to shape programs in response to these findings. One of the principle mechanisms used by these institutions to ensure that specific curricula are germane is curriculum advisory committees. These committees are composed of local professional and business people with experience and training in stipulated skill areas. Most of these curriculum advisory committees are attached to occupational/career programs. Nearly all such programs in com-

munity colleges rely on these committees.

These colleges are most often controlled by boards which are composed of locally elected or appointed community leaders.

With this sort of governance, both in terms of college management and curriculum offerings, these colleges have developed strong ties with all of the community elements which are important in the councils program. Further, the underpinning philosophy of the education-work council program is consistent with the philosophy of the colleges.

B. PROGRAM ASSUMPTIONS:

The assumptions upon which this program is based include:

- local communities are best suited to identify and solve their own problems
- federal monies are needed to stimulate local action
- the education-to-work period for youth is a particularly difficult one, fraught with a number of serious handicaps including restrictive youth labor laws, ineffective or non-existent placement services, ineffective or non-existent local occupational information systems, and deficient career counseling services.
- organizations and institutions which have a vested interest in youth transition are isolated from one another, tend to keep their individual worlds apart by design to protect their prerogatives, do not share vocabularies, and prefer to blame others for existing problems; these characteristics have been particularly apparent between business and education
- the collaborative effort of all significant community components can help resolve youth transition problems and similar community difficulties

-because of the extensive involvement of community leaders in local community colleges and the community-based nature of these colleges, they are logical agents for initiating and facilitating councils made up of disparate and often conflicting organizations

-focusing on a common interest and elevating both the private and public concerns of representatives of community organizations, these councils can be led to put aside their differences and to share their resources for the good of the entire community

C. DEMONSTRATION SITE SELECTION PROCEDURES

The prime contract "Statement of Work" required that the demonstration sites be selected on the following criteria:

- a. No effective co-operative efforts underway to establish community education-work councils or similar mechanisms
- b. Strong commitment by the college to give leadership to developing such a council with broad community participation
- c. Other considerations such as geographical distribution, type (rural-urban-suburban, etc.) and size of institutions

Without having the resources to make on-site assessments of likely program colleges, AACJC determined that the most objective method for selecting colleges under these criteria would be through a competitive application procedure. A Request for Proposal (RFP) format was completed in the first part of December. (Appendix 2). It identified the criteria upon which selections would be made and included related requirements and dates. Its availability was broadcast to all 1,230 community colleges on the AACJC mailing list on December 15, 1976. (Appendix 3)

An application grading instrument was also devised. (Appendix 4). Each of the eleven tasks identified in the RFP was given a weight of from 1 to 3 points and each was awarded a value of from 0 to 6 points. The weight of each task was identified in the RFP. Application readers included the project director and other AACJC officials. Final selections were based upon the contract requirements and the quality of individual applications.

400 separate requests (by letter and telephone) were made for the RFP. Some of these requests were made by persons in the same organizations. More than 375 copies of the RFP were sent to 335 community colleges (some requested multiple copies) and the Commonwealth of Puerto Rico. Only Rhode Island and Idaho did not respond. (Appendix 5). A private District of Columbia educational association and a community college in Ontario, Canada were also sent copies. 20 local government agencies requested and were sent copies, although they were not eligible to compete for subcontracts. Each of these agencies was told that it should contact its local community college and encourage it to submit an application to AACJC. The record does not show that any of the completed applications were the result of an initial contact by one of these agencies. An alphabetical listing by state of these requests is attached. (Appendix 6).

The closing date for completing the application was January 31, 1977. Because the period December 15 through January 31 includes two national holidays and is a time when community colleges traditionally recess, most colleges wishing to respond to the RFP had no more than three weeks to work on it. The RFP requirements were substantial. The combination of these two facts discouraged a number of colleges from submitting applications. The timing was unfortu-

nate but unavoidable, for the intent was to give the selected colleges as much time as possible to develop education-work councils during the first project period--February 15 through October 15, 1977. In spite of these handicaps, 37 colleges completed applications. A record of these submissions is appended. (Appendix 7). All but eight arrived on or before the deadline. Penalty points were deducted from some of the late arrivals. Late arrivals from states affected by the severe winter weather in various parts of the country (particularly the Midwest and the Northeast) were forgiven their lateness.

On February 15, 1977, five of the 37 college applicants were selected as demonstration sites. These were:

Community College of Vermont, St. Albans, Vermont
Asnuntuck Community College, Enfield, Connecticut
Motlow State Community College, Tullahoma, Tennessee
Bayamon Regional College, Bayamon, Puerto Rico
Tanana Valley Community College, Fairbanks, Alaska

Each of these colleges was telephoned to announce their selection. During the same call, tentative site visit dates were set so that budget and program details could be clarified between the college and AACJC. A confirmation letter was also sent. (Appendix 8)

On the same date, letters of regret were sent to the remaining unselected sites. A copy of this letter is appended. (Appendix 9). Only one of these colleges reacted negatively to the selection procedure, its results, and the consideration its proposal had received.

After the first series of site visits (see Site Visit), sufficient monies remained in the Subcontracts line of the prime contract to permit the inclusion of an additional college. Southeast Community College, Lincoln, Nebraska was selected as the sixth member of this consortium. Official confirma-

tion of its involvement was made on March 10, 1977.

Further examination of the Subcontracts budget revealed a surplus of approximately \$6,000. Wishing to use these monies to involve as many colleges as possible, AACJC called DeKalb Community College, Clarkston, Georgia on May 15, 1977 to invite it to participate in the program with partial funding. The college accepted the invitation and officially joined the project on June 7, 1977.

A profile of these seven communities is presented in the chart following this page.

COUNCIL COMMUNITY PROFILES (1976 data provided by colleges)

Items	Comm. College Vermont	Southeast Comm. Col.	Hotlow State Comm. Col.	Bayamon Reg. Col.	Tanana Val. Comm. Col.	DeKalb Comm. Col.	Asnuntuck Comm. Col.
area served (sq. mi.)	9,267 (state)	10, 123	2,588	44	1,214	269	617.0 (Bi-state)
population	444,732 (state)	354,000	150,326	424,954	70,000	463,000	886,000
pop. density (per sq. mi.)	46 (state)	36	50	9,600	58	1,717	370
college student body	1,646	2,500	1,566	3,251	2,403	12,815	1,688
-full-time	74	1,909	700	2,601	120	5,303	188
-part-time	1,572	591	866	650	2,283	7,512	1,500
#counties served	3	15	7	10	1	1	3 (bi-state)
area unempl. rate (1977)	15%	5%	5%	20%	7-18%	5%	7.3%
area major industries	Dairy, wood, paper and print	govt., trade manuf., ser.	agri., retail aerospace	textiles steel, chem.	trade, const. trans., min- ing	school syst., assem. plants	mach. tools, paper, dairy
education inst.							
-elementary	21	63	62		19	83	
-secondary	4	17	17	10	9	21	28
-postsecondary							
-2yr. public	1	2	1	3	1	1	3
2yr. private		3	4				
-2yr. technical		3		4			1
-4 year		2	2	4	1	4	6
major unions	railroad	Teamsters, IBEW iron workers	Air Metal and Trades Union	public emp. laborers, carpent.	mining, cons- truct. teach- ers	UAW, food ser. hotel/motel employees	Machinists, IBEW, Teamster teachers

D. DEMONSTRATION SITE SUBCONTRACTS:

Subcontracts were prepared for each of the demonstration colleges. They were sent to the colleges soon after they had verbally agreed to participate in the program. The basic subcontract composition was the result of a combination of a standard Department of Labor (DOL) subcontract form and one which AACJC has used for other demonstration programs. A copy is appended. (Appendix 10)

It included:

1. Prime contract conditions related to local program operations:
 - a. Employment of a full-time project co-ordinator and provision of secretarial service as needed.
 - b. Personal participation by the college president in enlisting co-operation of other community and business leaders
 - c. Assignment of the project director to work under the direct supervision of the college president or under the direction of someone who reports directly to the president
 - d. Establishment of a community education-work council during the first year of the project, maintenance of the effort during the second year, and provision for the council's continued operation after federal support ends
 - e. College initiative in stimulating the organization of the council and the definition of its own objec-

tives in line with the patterns propose in
The Boundless Resource by Willard Wirtz and the National
Manpower Institute.

- f. Clear understanding that the community education-work council is to be a community-serving organization assisting in the development of a working partnership among all local education and service agencies, businesses and industry, labor unions, and government
- g. Commitment by the college to co-operate fully in the council's development of a community plan to bring education and work experiences into closer relationship to better serve all members of the community

2. Additional AACJC requirements include:

- a. attendance at project staff meetings
- b. collection of relevant data to inform council decisions
- c. creation of publicity campaigns to inform the communities of the purposes and intended work of the councils
- d. preparation of reports:
 - i. monthly progress reports (see below)
 - ii. monthly reimbursement reports (see below)
 - iii. final first period report (see below)
- e. employment of a local third party evaluator who would be responsible for two formative studies and one summative analysis (see below)

- f. employment of various consultants to assist in data collection
- g. cooperation with the national director during monitoring visits

The subcontracts also contained the individual college work statements and budgets which reflected the understandings reached with the national director during his initial series of site visits. DOL contract regulations were appended to these subcontracts.

Subcontract face sheets were signed by appropriate college officials and returned to the AACJC project office.

Monthly progress report forms were provided to each site. These reports required responses to each of the following tasks:

1. Work actually accomplished during the reporting period
2. Milestone chart showing work completed and work that remains to be completed
3. Changes made in the program during the reporting period
4. Plans for the next reporting period
5. Preliminary or interim results, conclusions, trends, or other items of information that the Subcontractor feels are of timely interest to the Prime Contractor
6. Problems, revisions, or delays that the Subcontractor has experienced in the council program
7. Previous problems and difficulties solved
8. Specific recommendations for actions to facilitate the execution of the overall project

These reports were due no later than the fifth day of each successive month beginning with the April 1977 report which was to be submitted by May 5. Colleges submitting reports on schedule produced six separate papers, with the exception of Southeast Community College which entered the program approximately one month after the initial five and DeKalb Community College which joined the program in June. Southeast was responsible for five reports and DeKalb for three. The following reports were received covering the period February 15 through August 30, 1977: Asnuntuck - 6; Motlow State - 6; Southeast - 5; Vermont - 3; Bayamon Regional - 5; Tanana Valley - 4; DeKalb - 2.

Monthly reimbursement reports were to be submitted by the fifteenth of each successive month. The colleges as well as AACJC were required to use cost reimbursement procedures. Reports required that program expenditures be documented with receipts or explanations when receipts were not relevant. A copy of the reimbursement form is attached. (Appendix 11) Not all of the colleges kept to this schedule (see College Relationships, Section III) , but reimbursements are current to this date.

The final first phase report was to cover the period February 15 (or from the official starting date for Southeast Community College and DeKalb Community College) to October 15, 1977. The reporting form was provided the colleges on September 2. A draft final report was required by September 15 to permit the AACJC director to suggest changes designed to improve the final versions. A copy of the final report form is appended. (Appendix 12)

Evaluation reports were to be submitted on June 30, August 30 and October 15. The first two were to be formative studies with recommendations for enhancing the achievements of the program. The third was to be a summative report on the project experience of the full first period. Each of these reports was to focus on the major components of each site program, highlight

strengths and weaknesses, and assist the council and staff to most fully realize the project's potential. The studies were to concentrate on at least the following points:

1. objectives achievement
2. relationship between proposed time-lines and actual performance
3. council membership and meeting attendance records
4. nature of the process by which the council does its work (collaborative or otherwise)
5. council members' attitudes toward the council, their understanding of the purpose and process, and their commitment
6. relationships: among council members, project staff with council, college officials with council, project staff with national office, project staff with DOL and other national consortium members
7. commitment of the college to the program

These reports were to be completed by local third party evaluators, individuals who had some experience in assessing similar programs and who had an interest in this one. Site budgets contained from \$2,000 to \$5,000 to pay for these reports.

Several of the sites had difficulty identifying and employing evaluators. In some cases it delayed the production of these reports and reduced the number which was possible. The final record of evaluation reports produced during this period is:

Southeast Community College: all three reports were prepared and submitted. The evaluator was Garry Hoeltke, Selection Research, Inc.

Asnuntuck Community College: the first formative paper and the summative report were completed. Because the reporting date for the second formative evaluation report was close to both the first report date and the summative submission date, the college requested forgiveness for the second report. It argued that second report recommendations could not be acted upon in the few weeks between its completion and the final report which would contain an assessment of the staff's response to recommendations. The national office granted the request. The evaluator was Richard A. Sockol, University of Massachusetts.

Motlow State Community College: all evaluation reports were completed and submitted. The evaluator was Mr. Charlie M. Dunn, Middle Tennessee State University.

Community College of Vermont: Only the final report will be completed. The staff had difficulty identifying an acceptable evaluator and, once one was located, his reporting responsibilities were imperfectly understood, both by the site project administrator and by the evaluator. The national director spoke with both the evaluator and the site director regarding report requirements. The site director reported that several meetings with the evaluator were helpful to her in reviewing the council's progress. No record of the substance and outcome of these personal meetings was kept. The evaluator was Dr. Harry Thompson, Education and Social Services College, Organizational and Human Resource Development, University of Vermont.

Bayamon Regional College: all reports have been completed. The evaluator was Raquel A. de Rosa, Consultores Asociados de Puerto Rico.

Tanana Valley Community College: the site administrator experienced difficulty in hiring a third party evaluator. The community college is administratively connected to the University of Alaska. Thus, an objective third party evaluator was difficult to find through the university. Since Fairbanks is a relatively small community, other resources where such a person could be found were limited. The result was that the discovery of an appropriate person took some time and only one of the formative studies could be completed. Further, the first person chosen to do these studies was more a researcher than an evaluator, so it took some time to ensure that his examination centered on appropriate issues. Also, after the submission of the formative report, the evaluator decided that he did not have time to prepare the final report. Thus, another person had to be hired to complete this work. The evaluators were: Muhammed A. Khan (formative report), Fairbanks Job Service, Alaska State Department of Labor; and Nancy Hidden (summative report), Island Counseling Center, Fairbanks.

It is expected that a standard self-assessment device will be created early in the second project year. Project staff, council members, and DOL will participate in the creation of this instrument. It will be applied at each of the sites by local staff and council members in concert with the national AACJC director and DOL program officers. Because of this approach, it

is anticipated that local third-party evaluators will not be necessary during the second period.

E. PRIME CONTRACT BUDGET REQUIREMENTS:

In addition to the "Work Statement" listed in the prime contract already noted in the sections above, additional national office tasks and budgetary restrictions were included in the prime contract budget.

1. A ten-member national project advisory committee was to be organized. Two meetings were to be scheduled during the first project year.

Soon after site selections had been made, the AACJC director prepared a list of national organizations which might appropriately be invited to participate on this committee. However, on March 8, 1977 during a meeting of the directors of the national consortium organizations sponsoring education-work council programs (AACJC, NMI, and NAB), the suggestion was made that one national advisory committee might be formed to relate to all consortium organizations together. This single committee could facilitate the efforts of local programs and the common work of the national sponsoring groups. The establishment of such a consortium committee had to await clearance from DOL and the further consideration of each sponsoring organization. No decision was reached in the succeeding months. AACJC did not contact the organizations it had tentatively identified as possible members of its advisory committee.

After the program had operated for approximately seven months, AACJC reassessed the need for such a committee and decided that it was not necessary in the first funding period. Thus, with the approval of DOL, a committee was not formed, and it is not expected that one will be formed for the second funding period.

2. The production of three types of publications was budgeted in the prime contract. These were: a monthly newsletter to be sent to approximately 1,200 addresses; an announcement brochure; and a monograph describing program experiences.

An AACJC project newsletter was not produced. Rather than duplicate the information services already offered by the NMI Information Exchange, the Association decided, with DOL approval, to purchase copies of the bi-monthly newsletter. Negotiations with NMI staff resulted in the agreement that the Information Exchange format would be revised to reflect the collaborative relationships among the three national groups, that news about the site activities of the AACJC and NAB would be carried in the newsletter, and that AACJC and NAB national directors (and possibly some of the local directors) would publish essays in the newsletter. With this commitment, AACJC agreed to buy 2,000 copies of each newsletter and to provide NMI with a 1,600 address mailing list which NMI would use to mail the copies directly for AACJC. AACJC distributed the remaining 400 copies to the demonstration sites. These copies were shared with local council members. This agreement has been in effect since April, 1977. Sample issues of the Information Exchange are appended. (Appendix 13)

Announcement brochures produced early in a project sometimes do not capture the essence of a program after it has been in operation. In a program as dynamic as this one, one which relies for its definition on local implementation, this condition is particularly noticeable. With this in mind and with approval of DOL program officers, AACJC decided that a series of current information letters would be produced during the course of the project as a substitute for a single brochure. The first such letter was forwarded with

the RFP. (See Appendix 2). Later ones are appended. (See Appendix 14).

In addition to sending these letters in response to inquiries received in the project office, they have been distributed at national conferences attended by the project director. Also, an executive summary of the final report will be shared nationally.

In place of a monograph local program case studies have been prepared and included as part of the final report. (See Section II). If DOL approves, these case studies will receive wide distribution. (See Program Modifications). It is anticipated that the case studies will be updated at the end of the second funding period, packaged as a separate document and distributed as DOL wishes.

3. Two staff development conferences for site administrators were held in the first period. The first one was convened in conjunction with an NMI-sponsored national meeting on April 3-5 in Columbia, Maryland. All AACJC community directors attended this meeting. The AACJC staff participated in those workshop meetings to which it was invited and met separately during those times reserved exclusively for NMI personnel. AACJC meetings were taken up with a review of subcontract obligations, operations details, and individual site progress reports. Time was also allowed for sharing frustrations and problems.

The second full staff meeting was held at the Community College of Vermont project site on June 18-22, 1977. This location was selected because it provided the staff the opportunity to sit in on a council meeting. At the beginning of this council session, the national director reviewed the separate activities at each of the other demonstration sites. Council members invited the local project administrators to contribute to the discussions and to res-

pond to their questions. An evaluation sheet distributed to the local administrators after they had returned home showed that each felt that this portion of the conference was particularly useful to them in their own work. The DOL program officer who attended the meeting shared the reaction of the administrators.

During the three day meeting in Vermont, special attention was given to evaluation requirements and procedures. Two consultants (one with the local project evaluator) from the University of Vermont made presentations on this issue. The organization of this presentation was left to the local director. Other discussion items during the conference included local site budget reviews, individual progress reports, frustrations and problems, data collection and analysis procedures, and report requirements.

Also budgeted in this line was a project forum for approximately 100 persons to be given at the annual AACJC convention. A panel presentation was organized for this forum. The AACJC project director moderated the discussions of:

Lindsay Campbell, Program Officer, Education-Work

Initiative Staff, Department of Labor

Dennis Gallagher, Project Director, Education-Work

Councils Program, National Manpower Institute

Dr. Kenneth Hood, Vice-President, Community College of Vermont

Lonnie Johnson, Special Assistant to the President,

Southeast Community College

This group projected viewpoints from various levels: the federal government, two national project sponsoring groups, and two local demonstration colleges. Project materials were distributed before the session. More than 125

attended.

4. Consultants were to be employed as writers of brochures, newsletters, and the monograph. They were also to be used as conference and forum facilitators. Because the AACJC project director had had successful previous experiences in each of these areas, consultants for these purposes were not required. Thus, no monies in this line were expended.

5. Staff travel funds were available to support site visits to the demonstration programs, to the AACJC national convention, and to other related conferences. Site visits were made as follows:

- a. February 23 through March 3, 1977: to Community College of Vermont, Asnuntuck Community College, Motlow State Community College, and Bayamon Regional College. The primary purposes of these visits were to negotiate local program budgets and to clarify project responsibilities.
- b. March 24 through March 29, 1977: to Southeast Community College and Tanana Valley Community College. The primary purposes of these visits were to negotiate local program budgets and to clarify project responsibilities.
- c. April 27 and 28: to Asnuntuck Community College to attend the first council meeting.
- d. May 23 and 24: to Motlow State Community College to attend the first council meeting.
- e. May 31 through June 2: to Bayamon Regional College to attend the first council meeting.

- f. July 24 through July 30: to Southeast Community College and Tanana Valley Community College to attend council meetings.
- g. August 8 and 9: to DeKalb Community College to address the council orientation breakfast.
- h. September 21: to Asnuntuck Community College to attend the final first phase full council meeting.
- i. September 22 and 23: to Vermont Community College to meet with the newly appointed project administrator.
- j. September 27 and 28: to DeKalb Community College to establish project close-out procedures.
- k. September 29 and 30: to Motlow State Community College to attend a full council meeting.

On most of these visits, the AACJC director was accompanied by a DOL program officer. Both the DOL program officer and the AACJC director addressed the full councils or their steering committees on these trips.

The AACJC director attended the following conferences during this period:

- a. March 20 to 23: American Association of Higher Education, in Chicago. Project materials were distributed.
- b. April 4 through 6: NMI-sponsored national consortium workshop, in Columbia, Maryland. All local AACJC administrators attended this meeting and the occasion was used as the first staff development session for the group.
- c. April 17 through 20: AACJC national convention in Denver (noted above).

- d. June 7: Summer meeting of the National Capital Region Association of Co-Operative Education, at Gallaudet College, Washington, D.C. A project presentation was made at this meeting and materials were distributed.
- e. June 9 and 10: National Institute of Education sponsored conference "Great Debate on Career Education," in Washington, D.C.

During the remainder of the first project phase, the project director has scheduled one other conference. It is titled "Training Workers for a New Age" and is sponsored by another AACJC project. The councils project director will make a presentation at the meeting. Also, in the second funding period, the project director has been invited to make program presentations before two national meetings: AACJC's national convention in Atlanta, Georgia on April 9-12, 1978 and the National Association for Industry-Education Cooperation in Springfield, Massachusetts on April 21, 1978.

6. The Subcontracts line in addition to repeating the \$50,000 maximum per site budget allowance noted in the "Statement of Work" restricted local project administrator salaries to a maximum of \$1,500 per month. (See "Staff" in Part III for an analysis of this requirement.) Inflated cost of living levels and attendant high salary ranges required that this limitation be exceeded at the outset at Tanana Valley Community College. Also, a new union-negotiated pay scale for Connecticut state employees raised the Asnuntuck Community College's administrator's salary above this limit in June. Approval for these modifications was given by DOL. (See Appendix 14). The salaries of all other local administrators were below the maximum level.

Original subcontract budget levels ranged from \$32,299 to \$48,517 for the eight month operating period.

The chart below identifies for each site the budget percentages expended in various program categories. It also presents the average percentage for all sites in each of these categories. Figures for DeKalb Community College are not included.

	Asanuntuck C.C.	Bayamon C.C.	C.C. of Vernon	Motlow S.C.C.	Southeast C.C.	Tanana V. C.C.	Average
Personnel	71	53	70	71	49	72	64.3
Overhead	0	8	13	-	7	15	7.2
Office Supplies	5	10	5	18	13	4	9.5
Council Expenses	7	18	-	2	6	-	5.5
Travel	2	1	5	5	11	3	4.5
Consultants	15	10	7	4	12	6	9.0
Total Percent	100	100	100	100	100	100	100

F. PRIME CONTRACT MODIFICATIONS:

Delayed local administrator appointments caused by the requirements of affirmative action procedures at the colleges and the sometimes slow development of full councils reduced the anticipated spending levels at the demonstration sites. As the result of these delays, each of the local programs would have had budget remainders (one as much as \$12,000) at the end of the original first project period, October 17, 1977.

AACJC economies (particularly in Publications and Consultants) would have produced a balance in the national office budget were the first phase of the program to have ended on schedule.

DOL cost-reimbursement procedures used for this program would not permit the prime contractor or the demonstration sites to carry the anticipated budget remainders into a second funding period, nor would it permit the obligation of these monies for tasks which would not be completed by the end of the official project period.

So that the best use of approved project monies could be achieved and to allow the demonstration sites the longest period of time to develop their councils, AACJC requested a two month, no additional funds, extension for the project. DOL approved the request. To assist those four sites which did not have sufficient monies to extend this full period at their normal operating levels, AACJC trimmed its own budget by \$13,000 and shifted this amount into the Subcontracts line. Site budgets were also modified to reflect necessary line item realignments. Local council activity plans for the extension were prepared and submitted to AACJC. The two month project extension altered the local budget range. For the ten month period the budget range was approximately \$31,800 to \$50,800. Four of the sites required modest additions to their budgets

for the extension; Southeast Community College through some program economies was able to reduce its budget needs; Bayamon Regional College needed no new monies for the extension. As has already been noted, DeKalb Community College was partially funded at \$6,000; its program involvement ended before the extension began.

A copy of the two-month extension request to DOL is appended. (Appendix 15).

G. PUBLICITY:

Program information was broadcast widely. In addition to those efforts noted earlier in this report (the Information Exchange, office responses to inquiries, group presentations, and materials distribution at conferences) and the usual campaigns which DOL conducts on all of its funded projects, AACJC has made efforts to inform the higher education world about it. It has used the following methods:

1. A news release after the contract had been signed
2. Notice of the project in the AACJC Journal (40,000 copies of each issue are distributed)
3. Publication and distribution of a fact sheet on it and other AACJC supported programs
4. Progress reports shared with the AACJC Board of Directors
5. References in numerous talks and articles by the Association president and other AACJC executive staff
6. Notice in the monthly President's Memo which is distributed to all member college presidents (approximately 900)
7. References in other AACJC project publications (especially, the Labor Union-Community College Cooperation and Women's Center Programs)

In the January-February issue of the AACJC Journal an article highlighting the Bayamon Regional College's council will be featured. In the second funding period, it is expected that these efforts will continue and that program achievements will be shared with an even broader audience with emphasis on CETA prime sponsors and state-level offices. Sample publicity papers are appended. (Appendix 16)

H. STAFF FUNCTIONS:

The following list of responsibilities describe the work of the AACJC project director. This catalogue is a combination of those duties stated or implied in the prime contract and those which evolved during program implementation. Each task and a brief description of the methods the director used to complete these tasks is presented. Descriptions are brief because each point is covered in other report sections.

FUNCTIONS

1. Complete Site Selection

2. Conduct Budget Negotiations and Periodic Budget Review

3. Provide Technical Assistance, Support and Encouragement to Sites

METHODS

1. National notices, development of RFP, creation of scoring device, additional data collection from other national organizations

2. Item-by-Item analysis of original site budgets (resulted in 5 to 15% reduction in total requests and permitted the inclusion of two more sites); budget review discussions with sites after the fourth month and formal budget reviews prior to the beginning of the extension period; monthly reimbursement requests

3. An average of three site visits to each program; clearinghouse operation through the national office; frequent letter and telephone communications; two staff development sessions; presentations to each local council; staff participation in relevant substantive workshops.

FUNCTIONS

4. Publicize Program Achievements and Activities to Colleges and Other Relevant Audiences
5. Operate a Clearinghouse of Relevant Materials for Local Project Staff, Local Councils, and Individuals Inquiring About the Program (See list of resource materials following this section.)
6. Work with Local Evaluators

METHODS

4. AACJC Journal notices; contributions to the Information Exchange; responses to inquiries; notices in other AACJC publications; presentations before national conventions and distribution of materials at such meetings
5. Subscribed to project-related periodicals and forwarded pertinent articles; collected and disseminated appropriate papers and notices; developed project mailing list; wrote abstracts of significant documents and reports of conferences and shared with sites
6. Prepared guidelines for the three evaluation studies and set reporting schedules; discussed studies personally with evaluators during site visits; reacted to reports in writing and in person when possible; worked with local administrators in shaping the reports and in responding to them

FUNCTIONS

7. Prepare Monthly Project Reports to DOL
8. Write Updated Information Sheets on the Project
9. Organize and Conduct Two Staff Development Meetings

METHODS

7. Prepared at the end of each month ten four to six page descriptions of past month activities including those carried on at the sites; attached relevant documents; included explanation of problems and planned activities for the coming month
8. As progress developed at the demonstration sites, wrote one to two page program descriptions and used to respond to inquiries and to distribute at national meetings- included the general purposes of the project and special council focuses; prepared current descriptions of site progress for the Information Exchange.
9. The first held in conjunction with the NMI consortium communities meeting; agenda items suggested by the administrators in concert with the national director; sessions held during free formal conference times. The second held at the Community College of Vermont; participants interacted with a council in session; budget and evaluation issues were two of the program focuses. Each was three days.

FUNCTIONS	METHODS
10. Organize and Moderate a Project Forum at the AACJC National Convention 11. Participate as a Speaker at Local Council Meetings 12. Maintain Budget Control on Site Expenditures 13. Monitor Program Site Activities	10. An hour and fifteen minute forum presented to approximately 125 people; representatives from the federal government, a second national sponsoring group, and two demonstration sites spoke. 11. At least once at each of the council sites the director delivered a talk. A DOL program officer generally accompanied the director and also spoke. Focuses included descriptions of the federal interests in the program and the general purposes of councils. 12. Monthly checks through reimbursement requests and through specially prepared budget check sheets; budget flexibility through formal modification procedures; quarterly budget expenditure reviews. 13. Required monthly progress reports; site visits; letter and telephone communications; site evaluator reports.

FUNCTIONS

14. Prepare a Final Report
15. Prepare a Monograph of Case Studies on the Site Programs
16. Prepare a Paper Describing YEDPA and its Relationship to Community Colleges

METHODS

14. Collection of the experiences and work of the national office and the site programs in a single document readied for wide distribution.
15. Final first phase site reports and relevant pieces of the original site applications used to present these materials; included as part of the final project report.
16. Work delayed.

I. Resource Materials Distributed to Demonstration Sites:

Part of the technical assistance responsibilities of the AACJC director included collecting and sharing pertinent resource materials with local program administrators. Individual reference pieces came from a number of sources: the NMI Information Exchange office, demonstration site reports, the AACJC library, project office subscriptions, other AACJC work-education related project offices, daily newspapers, program officers at DOL, AACJC publications, and AACJC intra-office circulated publications. These materials were designed to keep local council administrators informed about activities at all (NMI, AACJC, NAB) consortium communities, federal government positions regarding the program and related efforts, central program issues and problems, and national events related to the program. A complete list of materials sent to the sites is presented below.

3/14/77

1. 1st NMI Information Exchange
2. DOL report on Education-Work Initiative
3. 4 copies of The Boundless Resource each

4/4/77

1. Career Education monograph by Ken Hoyt
2. Washington Internships in Education brochure
3. DOL general provisions for cost/reimbursement contracts
4. AACJC project announcements
5. Federal per diem rate scale

6/8/77

1. "Two-Year Colleges Prepare to Fight for 'New Clientele'" by Robert L. Jacobson in April, 1977 issue of Chronicle of Higher Education
2. "Unions Foresee Thousands of Members Enrolling in College Courses" by Robert L. Jacobson in May, 1977, issue of Chronicle of Higher Education
3. Apprenticeship Clearinghouse Resource Guide, compiled by the Community College of Allegheny County, Pittsburgh, Pa.

4. "College/Labor Union Cooperation" by William Abbott, AACJC, in the April, 1977 issue of the Community and Junior College Journal
5. Alternatives in the World of Work by the National Center for Productivity and the Quality of Working Life and the Committee on Alternative Work Patterns, Winter 1976 issue
6. The May 17, 1977 issue of Education and Work
7. Grant Competitions and RFPs, FY 1977 by the National Institute of Education
8. "Employment of School-Age Youth, October 1973" by, the Bureau of Labor Statistics, U.S. Department of Labor, 1974
9. "Unemployment Amidst Prosperity: Why?" by Paul Blumstein in the October 1976 issue of Forbes
10. A listing of Congressional staff of major education-related committees
11. NMI letter and participant list from the Columbia, Maryland Work-Education Consortium meeting
12. Community College of Vermont's last monthly progress report
13. "Clearing the Air in Career Education" by Shirley Boes Neill in the March, 1977 issue of American Education
14. "According to Hoyt" in the March, 1977 issue of American Education

6/18/77

1. Work-Education Consortium (directory)
2. The Bulletin by the National Center for Educational Brokering
3. "Community Councils and the Transitions Between Education and Work" by Paul Barton, National Manpower Institute
4. May progress reports from sites
5. Richard Rizio's speech before the Bayamon Community Education-Work Council
6. The Transition from School to Work: A Study of Laws, Regulations and Practices, by S. Lesh, W. Delaney, B. Fraser and K. Mostow, National Committee on Employment of Youth.

6/22/77

1. Education and Work, June 14, 1977 issue
2. Education and Work, May 31, 1977 issue
3. NMI's report on pending youth employment legislation
4. "Eli Ginzberg Looks at the Next 100 Years" in December, 1976 issue of Worklife
5. "Work in 2001" by William Abbott, AACJC, in December, 1976 issue of Worklife
6. The Winter 1977 issue of Synergist (ACTION publication)
7. Agenda for Action by the U.S. Department of Commerce, October, 1976
8. "Career Education - Reforming School Through Work"
9. June 1977 issue of Cooperation, newsletter of Service Center for Community College-Labor Union Cooperation, AACJC

7/13/77

1. "Other Pay for Half of Jobless", Washington Post, 7/6/77
2. "'Dollar Drain' Continues from Frostbelt to Sunbelt", Washington Post 7/10/77
3. "Hiring, Promotion Plans Imperiled", Washington Post, 7/10/77
4. AACJC's "Fact Sheet on Two-Year Colleges"
5. AACJC's "President's Memorandum", July, 1977
6. "A Guide for Understanding the California Manpower Management Information System" by CMMIS, Ventura, California
7. "Informed? Free? Choice?", paper presented by Margaret Fallers of the University of Chicago at the Great Debate on Career Education in Washington, D.C., June, 9-10, 1977
8. AACJC project director's monthly report to the Department of Labor
9. AACJC memorandum on HR 6138 Conference Report on youth employment legislation
10. Excerpts from the 6/28/77 issue of Education and Work
11. Project administrators' evaluation of staff development meeting
12. "The Future of Education and Work", paper presented by William Abbott of AACJC at the Labor Educators' Symposium in Pittsburgh, May 21, 1977
13. Monthly progress reports from Vermont, Southeast, and Asnuntuck
14. Bibliography of "Reasonable Expectations: Limits on the Promise of Community Councils" by Sue Berryman Bobrow, Rand Corporation, April 1977 paper for NIE
13. Series of papers presented at the 32nd National Conference of Higher Education sponsored by AAHE, March, 1977:
 - "'The Overeducated' American: Is there an Oversupply of College Graduates?" by Lewis C. Solomon, Higher Education Research Institute, University of California, Los Angeles, California
 - "Education and Work: Questions About the Purposes of Higher Learning" by James O'Toole, Associate Professor of Management, University of Southern California
 - "Recurrent Education for Adult Workers in Europe and the U.S." by Stanley D. Nollen, Assistant Professor, Georgetown University, Washington, D.C.
 - "Historical Perspective on Value Issues in Education-Industry Relations in the Twentieth Century" by Arthur G. Wirth, Professor, Graduate Institute of Education, Washington University
 - "Good Work" by E.F. Schumacher, Chairman, Intermediate Technology Development Group
 - "Education for What?" by Willard Wirtz, President, National Manpower Institute, Washington, D.C.
 - "Education in Industry" by Seymour Lusterman, Senior Research Associate, The Conference Board, New York City, New York
 - "Higher Education and Work - Some Distressing Ironies" by Thomas F. Green, Acting Director, Division of Education and Social Policy, School of Education, Syracuse University
 - "Three Factors of Success in the World of Work: Implications for Curriculum in Higher Education" by George O. Klemp, Jr., Director of Research, McBer and Company, Boston, Mass.
14. CETA folder from the Department of Labor

8/3/77

1. Information Exchange
2. Progress reports from Bayamon, Asnuntuck, and Motlow State
3. Excerpts from July 12, 1977 issue of Education and Work
4. "News-Link", newsletter of Prairie State College council
5. First interim evaluation reports from Asnuntuck, Motlow State, Southeast and Bayamon
6. DeKalb and Bayamon project administrators' evaluation of staff development meeting in Vermont
7. "Community Education-Work Councils - Who, What, Why, How" by James Mahoney, project director, AACJC
8. "The Bureaucrat's New Clothes", Torrey, Psychology Today, July, 1977
9. "Opting Out" by Amitai Etzioni, Psychology Today, July, 1977
10. "Establishing Your Own Education Network: The Role of a Monthly Newsletter" by Stephen W. Wells, Center for Human Potential, Inc., Elgin, Illinois
11. AACJC's second year funding application to DOL

8/15/77

1. "Evaluating the Work-Education Consortium Project" by Stephen Jung for the National Manpower Institute
2. "Summary: Youth Employment and Demonstration Projects Act of 1977, HR 6138 Conference Report-6/22/77", AACJC
3. Excerpts from Education and Work, July 26, 1977
4. Excerpts from Education and Work, August 9, 1977
5. "Education and Work, and the Community--An ASTD Challenge" by Rep. Albert H. Quie (R.-Minn.), Training and Development Journal, June, 1977
6. Southeast and Motlow State monthly progress reports
7. "Community Education-Work Councils: Occasional Paper No. 17", Willard Wirtz, Ohio State University
8. "Bringing the World of Work and the Institutions of Education Closer Together: Occasional Paper, No. 28", William Wirtz and Gerald Ford, Ohio State University

8/17/77

1. "Industry-Education Collaborative Efforts in Youth Employment", Donald Clark, President, National Association for Industry-Education Cooperation
2. "Dollar Incentives Failed Their Classroom Tests", Washington Post, 8/15/77
3. "Monthly Memo", Institute for Educational Leadership
4. "Older Adults as a Resource", project brochure on new AACJC program
5. "The New Workers Education" and "Apprenticeship Programs at Community Colleges" by William Abbott, AACJC

6. "Current Legislative Activities Related to Work-Education Councils, July, 1977" by NMI staff
7. "Some Personal Reflections on the Development of Community Work-Education Councils", Karl Gudenberg, NMI
8. Bayamon's July progress report
9. "Occupational Mobility and Career Planning: What is Needed?", Stump, NIE, 1976
10. "The New Partnership: Education and Work", Terrel H. Bell, The College Board Review, Spring 1975

9/6/77

1. Education and Work, August 23, 1977
2. "Black Youth Unemployment Sets a Record", the Washington Post, 9/1/77
3. Asnuntuck's project administrator's letter explaining why council is moving toward incorporation
4. NIE's proposal for council evaluation
5. AACJC project director's monthly report to the Department of Labor
6. Monthly progress reports from Vermont, Tanana Valley, and DeKalb
7. First interim evaluation report from Tanana Valley
8. Abstract of Sue Bobrow's "Reasonable Expectations: Limits on the Promise of Community Councils", prepared by Ronia Garnicke, AACJC
9. Richard Rizio's evaluation of the staff development meeting in Vermont
10. "Work Habits Improve in D.C. Summer Jobs Program", the Washington Post, 8/29/77
11. "Major Need for Workers With Skills", the Washington Post, 8/29/77
12. September, 1977 issue of Cooperation

9/23/77

1. A Planning Charter for the Youth Employment and Demonstration Projects Act of 1977, Office of Youth Programs, ETA, U.S. Department of Labor
2. September 6, 1977 issue of Education and Work
3. Descriptive pamphlet on Asnuntuck's education-work council
4. Monthly progress reports from Bayamon, Tanana Valley, Asnuntuck, Motlow State and Southeast
5. AACJC press release on grant awarded to AACJC's Center for Women's Opportunities
6. An AACJC summary of a recent Gallup poll commissioned by the Association
7. An announcement of AACJC's new Office of Mass Media

10/12/77

1. Materials and products from the NMI-sponsored workshop on the new youth legislation held in Washington, D.C. on September 15-16, 1977:
 - Ronja Garnicki's review of meeting substance
 - Richard Labrie's paper on his ideas as generated by the workshop
 - Gregory Smith's (NMI) Discussion Paper distributed at meeting

2. Peg Novotny's report on the United States Conference of Mayors' meeting held in Chicago on September 7 and 8, 1977
3. Papers describing the Department of Labor's review plans with questions: Evelyn Ganzglas's Memo and Greg Wurzburg questions
4. Brook Thornton's vita
5. Education and Work: September 20 and October 4, 1977 issues
6. Newsletter from AACJC's Center for Women's Opportunities
7. Southeast's second interim evaluation report
8. Bayamon's second interim evaluation report
9. "Small is Still Beautiful", 10/2/77 Washington Post article triggered by Schumacher's death
10. Two pieces from the Summer 1977 edition of Occupational Outlook Quarterly:
 - part of a Ken Hoyt article describing some innovative programs
 - "Government Resources for Career Education"
11. Newsletter prepared by the Niagara Frontier Industry Education Council, Inc.
12. Letter from Congressman Toby Moffett (serving Asnuntuck's area) on the new youth legislation
13. NMI's Work-Education Councils: Profiles of 21 Collaborative Efforts
14. Toward A Federal Policy on Education and Work, Barry E. Stern, USDHEW

10/21/77

1. The Information Exchange
2. A list of purchasable NMI materials
3. "Billions of Dollars Riding on Jobless Data's Accuracy", Washington Post, 10/9/77
4. Education and Work, October 18, 1977
5. AACJC project director's monthly report to Department of Labor
6. "Long Range Objectives of the Education-Work Council" by John J. Healy, co-chairperson of the Asnuntuck council

SECTION II

CASE STUDIES

Introduction:

This section contains abbreviated case studies of each of the seven colleges and communities which have participated in the Education-Work Council Program in the first funding period. They are designed to give the reader a glimpse of various facets of the program and the nature of the communities in which they have formed. More detailed descriptions of each of the local programs are contained in the companion volumes to this report which present individual site final first phase reports.

The demographic charts for five of the seven sites report numbers from the City and County Data Book, 1972, prepared by the U.S. Department of Commerce, Bureau of the Census. The numbers were collected for the 1970 census and thus do not reflect the conditions existing in these locations at this time. However, no other comprehensive, consistent, or reliable data were available for these purposes. It is fair to assume that economic circumstances in each of these areas have worsened as they have nationally in the last four to five years. These 1970 data do, however, offer a general sense of community characteristics and the arena in which the councils are operating.

More recent figures are reported in the Bayamon and Asnuntuck charts. The resources from which these figures were taken are listed following the respective charts.

Following this page is a chart showing similar state data. Comparisons between the individual council locations and their states may be made with this information.

According to the census report, per capita income is computed by dividing the aggregate income of all persons in the county by the total population. The aggregate income includes that earned by persons 14 years old and older.

The low income ceiling used for these numbers is \$3,745, a ceiling defined by the Social Security Administration. It is based on the 1969 low income level for a non-farm family of four headed by a male. No cost of living adjustments for distinct areas or regions has been computed in this figure.

The labor supply includes all persons 16 years old or older and members of the Armed Forces. For item 7, the industry classification system developed for the 1970 Census of Population consists of 227 categories classified into 12 major industry groups. Employment data are shown here for five selected industry groups. Only those four or five areas with the highest percentages of the labor supply are recorded for each site.

The budget figure represents the original subcontract award for each college. Some modest changes were made when the U.S. Department of Labor approved a two-month program extension.

The program objectives changed for most of the sites as the councils developed. The AACJC application procedure required that the colleges identify a set of objectives for the program, with the understanding that once the councils were formed a different series of objectives might be adopted. The councils took their responsibilities seriously, examined the colleges' tentative objectives, and generally proceeded to reshape and sharpen them to match their own ideas about what they ought to be doing. When it is appropriate, the colleges' original objectives and the councils' adopted objectives are offered in the narratives.

The major achievements section of these reports may appear to be unimpressive. The principle first period tasks of each of the councils were to organize a group of community leaders around youth transition issues, agree on a series of objectives, develop an action agenda for a succeeding year, and lay the base for collaboration. In a word, the focus was on developing a process. Each of

the councils was reasonably successful in creating an atmosphere in which the collaborative process could exist, but quantifying such an achievement and describing such an abstraction is a difficult task. Furthermore, on average the councils were formed in the fourth program month. Since the original first period (February 15 through October 15) was only eight month long, the councils had four months of operating time. Considering these facts, the achievements of the councils have been exceptional.

Complete final evaluation reports are included in the site report volumes. Only excerpts from the reports are presented here.

STATE STATISTICS

	Puerto Rico	Georgia	Tennessee	Connect.	Alaska	Nebraska	Vermont
1. Per Capita Income		4,969	4,766	6,854	8,815	6,175	4,925
2. Unemployment							
Percent		9.6	8.5	10.1	8.6	5.5	10.0
Number		206,000	157,400	136,400	15,800	40,500	20,700
3. Population (thousands)	2,712	4,926	4,188	3,095	352	1,546	471
4. Median age	21.6	26.0	28.4	29.5	22.7	28.8	27.0
5. Population/sq. mile	793	84.8	101.3	636.6	0.6	20.2	50.8
6. Median School Years Completed	6.9	10.8	10.6	12.2	12.4	12.2	12.2
7. High School Graduates (Percent)	27.0	40.6	41.8	56.0	66.7	59.3	57.1
8. Minority- (Percent)		25.9	15.8	6.0	3.0	2.7	0.2
9. Illiteracy (Percent)		2.0	1.7	1.1	1.5	0.6	0.6
10. Per Capita Public School Expenditure		198	199	316	657	267	270

These figures were taken from Statistical Abstracts of the United States, 1976, with the exception of Item 6. Median age numbers were taken from City and County Data Book, 1972, U.S. Department of Commerce, Bureau of the Census.

ASNUNTUCK COMMUNITY COLLEGE

Enfield, Connecticut

Project Administrator: Richard G. Labrie

D E M O G R A P H I C S

-41-

Asnuntuck Community College - Connecticut
Serving the Hartford, Connecticut-Springfield, Massachusetts area
(See notes following)

			Counties	
			Hampden	Hartford
			(3)	(3)
1.	Population (in thousands)		449.4	816.7
2.	% Unemployment		(2) 9.6	(2) 7.5
3.	Median Family Income		(4) 13,591	(4) 14,057
4.	Per Capita Income		(3) 4,485	(3) 4,763
5.	% of Families Below Low Income		(5) 26.1	(2) 27.3
6.	Labor Supply (in thousands)		(2) 216.0	(2) 348.6
7.	Labor Distribution (% in major areas)			
	Industry	Manufacturing	(2) 29.8	(2) 23.7
		Construction	(2) 3.1	(2) 3.0
		Educational Services	(2) 4.8	(2) 4.9
		Services	(2) 17.5	(2) 19.7
		Wholesale/Retail	(2) 21.3	(2) 21.4
	White Collar	Professional/Managerial	(2) 29.3	(2) 29.3
		Sales/Clerical	(2) 18.6	(2) 25.7
		Government	(2) 19.2	(2) 14.6
		Craftsmen/Foremen	(2) 14.5	(2) 15.1
8.	% of Land in Farms		(6) 10.6	(6) 18.7
9.	Population Density per square mile		(7) 707.8	(7) 1105.0
10.	% Urban		(7) 89.5	(7) 85.1
11.	% Labor Force Working Outside County		(10) 9.2	(10) 8.0
12.	Median Age		(1) 28.3	(1) 29.6
13.	Median School Years Completed (25 years and older)		(1) 12.1	(1) 12.2
14.	% Minority		(2) 18.0	(2) 18.8
15.	Educational Facilities	Elementary/secondary	Private	6
			Public	39
		Post Secondary	Private	9
			Public	3

Demographic Notes

1. 1970 Census
2. Hampden County Manpower Consortium/Hartford Manpower Consortium
Prime Sponsor Agreement FY '78
(1976 figures)
3. Current Population Survey - 1974
Bureau of the Census
4. Family Income - 1974
HUD - Boston, Section VIII
5. Community Council of Greater Springfield
1976-77 Survey
6. Census of Agriculture - 1974
U.S. Department of Commerce
7. Lower Pioneer Valley Planning Commission
8. Labor Market Review - Oct. 1977
Connecticut State Labor Department
9. Labor Market Report - 1974
Bureau of Labor Statistics
Connecticut State Labor Department
10. Mass./Conn. Dept. of Transportation
11. Patterson's American Education Directory - 1976

Program Budget: \$47,190 (8 months)

Staff: Administrator

Administrative Assistant

Secretary

Evaluation Consultant

Consultant for data collection and analysis

The college president is the institutional liaison with the program and also serves as council co-chairperson with a local business representative.

The project office is located at the college.

The College: Asnuntuck Community College was founded in 1972 as one of twelve public community colleges in Connecticut. It serves the North Central Region of the state involving ten towns which are part of two counties. This ten-town area lies between two major economically interdependent metropolitan employment centers: Hartford, Connecticut (22 miles south) and Springfield, Massachusetts (8 miles north).

The college is governed by the State Board of Trustees of Regional Community Colleges, a group appointed by the Governor. A regional advisory council, also appointed by the Governor, provides local guidance and advice to the college. Financial support is derived primarily from state funds.

Transfer liberal arts programs are offered as well as career, certificate and occupational opportunities. The College Level Examination Program exams are available in two areas: General Examinations and Subject Examinations. There are five tests in the general examination area, permitting a maximum of 30 credits if minimum scores are achieved. Thirty-three subject examinations are offered.

The current student population numbers 1,688 students, with 188 full-time and 1,500 part-time. Of this total, 973 are women and 715 are men. The age distribution is as follows:

<u>AGE</u>	<u>FULL-TIME</u>		<u>PART-TIME</u>		<u>TOTAL</u>
	<u>MALE</u>	<u>FEMALE</u>	<u>MALE</u>	<u>FEMALE</u>	
MEAN	23	24	32	33	31
MEDIAN	23	22	31	36	33
MODE	20	18	29	19	19
RANGE	18-44	17-53	16-76	0-76	0-76

Objectives: The college's program application to AACJC described four broad goals and related objectives. The goals and selected objectives are noted below:

Goal I. Demonstrate how North Central Connecticut can produce a vitally needed skilled labor force without building a major facility through the co-partnership effort of schools/labor/employers and community agencies.

Objective A. To develop a system that monitors skilled manpower needs on a continuing basis.

Objective B. To develop a system of cooperative arrangements designed to train and/or retrain skilled workers.

Objective C. To develop a system that will enhance work placement of people through utilization of existing agencies and services.

Goal II. Establish programs for people at varying stages or career competencies.

Objective A. To develop programs for initial employment entry skills for people where such skills represent performance of specific tasks from a potentially broad range of tasks that are needed and saleable on the current labor market.

Objective B. To develop programs to ensure that people leaving school/college have saleable skills.

Objective C. To develop programs which ensure that people who are underemployed or unemployed have the opportunity to develop a saleable skill(s) through retraining.

Goal III. Produce programs to orient people to current and future careers and the world of work.

Objective A. To develop programs to encourage appropriate attitudes toward work.

Objective B. To develop informational programs on current careers and career clusters at various levels for people from elementary school age through settlement. Ensure that these information programs are kept current.

Objective C. To develop programs and work stations in business/industry settings for exploratory and productive work experiences.

Goal IV. Ensure the development of the region as a viable economic area by the timely provision of needed skilled manpower.

Once the council was established and became functional, this initial set of goals and objectives served as a starting place for it to identify its own emphasis. The council generated and adopted specific goals and objectives which reflect the general interests and intent of the college's set, but tend to focus more specifically on information collection and analysis, the results of which would be used to more concretely identify problems and then to suggest remedies for them. Selected parts of the council's statements follow:

Goal I. Establish frequent communication and commitment among the representatives of business, labor, industry, education, state and local governments, to promote and facilitate meaningful cooperation and collaboration.

Prioritized Objectives:

- A. Foster open communication and collaboration among education and business/labor sectors
- B. Develop a shared vocabulary
- C. Develop and sponsor community forums in specified subject areas

Goal II. Identify and assess the educational training resources of the region and the factors that affect them.

Prioritized Objectives:

- A. Inventory and evaluate existing and potential education facilities of the region and the factors that affect them.
- B. Identify federal, state and local educational programs.
- C. Formulate a master reference booklet combining all educational and training resources in the Greater Hartford-Springfield area. The booklet should be updated every three to five years.

Goal III. Develop an ongoing needs assessment of the labor and skill requirements of local business and industry and provide local occupational and career outlook information.

Prioritized objectives:

- A. Compile existing manpower needs information, synthesize and disseminate information.
- B. Conduct an assessment of the imbalance between the employment opportunities and the needs of the Hartford-Springfield area.
- C. Offer workshops on manpower training for business and labor.

Goal IV. Develop and/or adapt specific educational and training programs to meet the identified needs of the area.

Prioritized objectives:

- A. Identify present and possible models of educational and training delivery systems.
- B. Revise current educational programs to more adequately meet the needs of local business and labor.
- C. Initiate pilot projects as needed.

Goal V. Provide more relevant career guidance and counseling from both in-school staff and community resource people through in-service and other means.

Prioritized Objectives:

- A. Promote means for bringing school counselors and teachers and industry personnel together to discuss needs of students and industry.
- B. Training guidance counselors to educate and involve them in the real world, and teachers in actual work place situations.
- C. Organize and present student awareness programs - learn, practice, and on-the-job work experience.

Goal VI. Promote youth employment and training and adult retraining for realistic career choices.

Prioritized Objectives:

- A. Establish and coordinate a youth employment office.
- B. Sponsor experience exchange programs between the students and workers and educators and workers.

Specific second year activities to meet these objectives have been proposed by the council work groups and accepted by the council.

Major Achievements: The major achievements of the first period were the careful organization of a working council and the development of specific council-generated goals and objectives which shape future activities. The council organization is described in the following section. The council-developed goals and objectives are identified above.

Development of the Council: In 1973 an informally organized group comprised of the college president and the superintendents of schools of the ten towns in the college's service area met monthly to discuss school and non-school issues. Among the issues discussed was the relationship between school and work. The interests of this group and the intent of the council program coincided, thus, the beginnings of the council occurred with this group. At the time this group

was examining the college's application, other community leaders were contacted by telephone and mail, asked to review the application and to endorse it. When the award was received, these individuals were invited to join the council and to recommend others who might volunteer their time as members of the council. Invitations were extended to individuals in the Greater Hartford-Springfield area. An initial group of 62 persons accepted the invitation. During the course of the project, other individuals, generally through the recommendations of participating members, joined the council, so that by October the Council numbered 87 members. Emphasis was placed on inviting high level officers from a diversity of organizations. With the expansion of the council, student, teacher, guidance counselor, blue collar worker, and tradesman representatives have been added. A chart showing council representation follows this page.

The initial organizational meeting was held in the fourth program month. Since that time co-chairpersons have been elected, a thirteen-member steering committee has been appointed, four task groups have been organized, and a tandem youth council is being structured. The steering committee is a representative cross-section of the full council and is responsible for establishing the general policies and directions of the council. The task groups formed themselves around three of the six general council goals: numbers I, III and V. Goal II has been designated a staff function supported by consultant assistance. Goal IV has been held in abeyance subsequent to the development of Goals II and III. Goal VI is being promoted during the second project period through the establishment of Community/School partnership programs.

Each of these task groups has developed an action agenda and an estimated budget required to conduct their work. The Communications Task Group has already produced a project brochure and a slide-tape program which are being used to publicize the council in the community. It is also planning a series of community forums to elevate significant issues related to council concerns. The Labor and

C U R R E N T C O U N C I L M E M B E R S H I P

	Numbers	Percentage
Manufacturing*	11	12.6
Public Service*	22	25.3
Education	20	23.0
Organized Labor	4	4.7
Business*	13	14.9
Associations	9	10.3
Parents		
Media	0	0
Youth	2	2.3
Others (identify)		
Business Organizations (Chamber of Commerce)	4	4.6
Independent	2	2.3
Totals:	87	100

*Manufacturing: larger, product producing companies

*Public Service: government (local, state, regional, federal)

*Business: service and retail enterprises (banks, insurance, law offices, hospitals, doctors, etc.)

Adapted from Richard A. Sockol's "Evaluation Report #1", Education-Work Council Program, Asnuntuck Community College, p. 16.

Skills Requirements Group is preparing to contract for a study of current and future employment trends in the area. It is also investigating the possibility of participating in the Massachusetts Occupational Information System as well as other computer-based information systems. The Guidance and Counseling Group is working on the production of a Community Resource Directory which, when completed, will be distributed to each teacher and counselor in the area.

Although the special focuses of task groups may shift in succeeding months, it is expected that the approach to addressing issues and the general organization of the council will continue as it has been developed.

Problems: Only broad guidelines were given to local demonstration sites to develop their own council programs. The federal government and the sponsoring agency believed that local jurisdictions should have the greatest program and budget flexibility possible to allow them to discover the most reasonable structure and agenda for their own areas. However, in this case, state budget restrictions and procedures reduced flexibility and prevented the council and staff from satisfying their group needs and responding with activities in a timely fashion. Actions were taken to diminish this interference, but in some instances (hiring support personnel, for instance) it was impossible to avoid.

A high percentage of the area job market exists in the Springfield-Hartford metropolitan areas. Although these two cities lie outside of the college's service area (in fact, one is outside of the state), it was vital that the council extend its borders to include these locations. Stretching south to Hartford caused few problems. But advancing into Massachusetts has been troublesome. Government officials in both states have endorsed the regional planning concept, but the mechanics have not been worked out as yet, thus planning activities which include residents of both states raises a number of issues which do not have easy solutions. Further, a council-like organization already exists in the Springfield area. Although it does not appear to be a vital body at this time, the executive

officer of this organization has been unwilling to participate with the AACJC sponsored council. The effectiveness of the council would be diminished if it were not able to work with the people and issues in this area.

Evaluation: The final site evaluation report stated that council development and progress has been very good. It includes a series of ten recommendations, three of which are listed below in abbreviated form.

1. For purposes of developing a lasting community-education partnership. and for further localizing collaborative efforts to those who will implement specific plans of action in community institutions, "Community Implementation Councils" composed of teachers, guidance counselors, administrators, parents, and/or students should be established. Three such councils should be tested initially.

2. The council should not continue its attempts to solicit cooperation from the Hampden County (Springfield area) Industrial Education Council, but its officers should be kept informed of the Education-Work Council's activities and plans.

3. The council should pursue an active relationship with local CETA offices.

The council staff are developing and proposing activities in response to these recommendations.

BAYAMON REGIONAL COLLEGE

Bayamon, Puerto Rico

Project Administrator: Miguel Ortiz

DEMOGRAPHICS

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Bayamon Regional College - Bayamon, Puerto Rico (See following page)			Bayamon <u>1/</u>
1.	Population (in thousands)		156.2
2.	% Unemployment <u>2/</u>		4.6
3.	Median Family Income		4,846
4.	Per Capita Income <u>6/</u>		1,978
5.	% of Families Below Low Income		39.8
6.	Labor Supply (in thousands)		45,044
7.	Labor Distribution (% in major areas)		
	Industry	Manufacturing	21.4
		Construction	9.7
		Educational Services	6.6
		Services (includes personnel, domestic, transportation, finance, etc)	29.6
		Wholesale/Retail	21.2
	White Collar	Professional/Managerial	19.9
		Sales/Clerical	27.2
		Government	22.7
		Craftsmen/Foremen <u>3/</u>	15.9
8.	% of Land in Farms <u>7/</u>		15.6
9.	Population Density per square mile		1,641
10.	% Urban		94.4
11.	% Labor Force Working Outside County		59.6
12.	Median Age		22.5
13.	Median School Years Completed (25 years and older)		9.5
14.	% Minority		n/a
15.	Educational Facilities <u>4/ 5/</u>	Elementary/secondary <u>4/</u>	Public 69
			Private 22
		Post Secondary <u>5/</u>	Public 3
			Private 8

Demographics Notes

- 1/ All Data are taken from the 1970 Census of Population, Part 53 - Puerto Rico. U.S. Department of Commerce, Bureau of the Census, Washington, D.C. US G.P.O. 1972, unless otherwise indicated. Income figures are for the year 1969.
- 2/ Unemployment data from census are inferior to Bureau of Labor Statistics data; however, the latter are not available for municipios. The figure given here should be multiplied by a factor of 4 to give the true 1977 picture.
- 3/ 13.4% of the employed labor force were operatives and kindred workers.
- 4/ Data are for 1976/77 source: Puerto Rico Department of Education, Directory, Schools of the Department of Education 1976-77, and Directory of Private Schools.
- 5/ Data are for 1974/75; source: State Commission on Post-Secondary Education, Rio Piedras, P.R. 1975
- 6/ Puerto Rico's Per Capita Income (Bayamon's figures not available) for 1977.
- 7/ Calculated from U.S. Census of Agriculture 1974, Volume I, Part 52.

BAYAMON REGIONAL COLLEGE

Program Budget: \$47,979 (8 months)

Staff: Administrator
Coordinator
Secretary
Evaluation Consultant
Consultant for community surveys
Consultant to facilitate meetings and to assist in council organization

The college liaison with the project is the Associate Dean for the Regional Colleges system.

The project office is housed at Bayamon Regional College.

The College:

Bayamon Regional College is one of seven regional colleges within the Inter American University of Puerto Rico system. The regional college system provides two-year postsecondary education programs for residents of the entire island. Bayamon Regional College serves the Bayamon metropolitan area and nine rural communities, all located immediately west and north of San Juan. The rural communities are: Naranjito, Toa Baja, Toa Alta, Catano, Dorado, Comerio, Guaynabo, Aguas Buenas, and Vega Baja. Approximately 50% of the student population comes from the rural areas. The student body is characterized by the college as socially and economically disadvantaged with more than 94% supported by Basic Education Opportunity Grants.

The Regional College system originated in 1969 out of a reorganization effort by the university. It has its own administrative staff within the university structure. The primary role of the university system is to satisfy the skill and educational needs of the commonwealth. The university is governed

by a government-appointed Board of Trustees of up to thirty members. A Regional Colleges Council serves in an analogous role to the university's Senate which establishes minimum standards and regulates formal relationships among academic units. Regional College Council recommendations are presented to the President of the university through the Vice-President and Executive Dean of Regional Colleges.

The regional colleges are essentially two year institutions, although some four year programs (nursing, for example) are offered. The colleges offer Associate of Arts, Associate of Science and Associate of Applied Science degrees. Weekend college programs are also presented. It operates on a semester schedule, with two summer sessions. Up to 96 credits may be transferred from the regional colleges to the baccalaureate programs. Approximately one-third of the course offerings are in occupational areas.

Objectives:

The college's program application identified a set of nine objectives.

Selected ones included:

1. Establish project staff and offices
2. Organize a working council
3. Create a volunteer corps of community leaders who would serve as instruments for reaching direct service delivery persons
4. Develop a local occupational information system to supplement those already provided by the Commonwealth
5. Coordinate work placement programs
6. Expand the application of career education principles

After the initial organizational meetings of the council and after it had reviewed the college's tentative set of program goals, the council established its own agenda with related objectives. They included:

1. To provide assistance to guidance and counseling programs so they can respond in relevant ways to the present world of work.
 - a. prepare an occupational guidebook
 - b. prepare a Directory of Human Resources
 - c. offer professional development seminars
2. To coordinate the resources of business, banking and industry to identify employment requirements.
 - a. survey employment requirements in manufacturing, banking, commerce
 - b. survey employment requirements in agriculture
3. To prepare an inventory of current occupational demand
4. To encourage the improvement of technical and vocational education programs and promote interest in these areas.
 - a. visit and study vocational schools
 - b. compile data from these visits for the purpose of recommending changes designed to improve service to students and the local economy
5. To promote work experience programs
6. To develop programs to assist employers and educators to understand the proper relationship between school and work
 - a. prepare a publicity campaign using all media
 - b. present forums at which top level officials from the various sectors can address issues
7. To create an information system between the council and educational systems to permit a dialogue on counseling services
8. To help plan and implement an occupational information center addressed mainly to youth

9. To promote the advantages of retraining for current employees to employers and educators
 - a. identify occupational areas in which labor supply is greater than demand
 - b. identify job skill areas which need to be up-graded in order to ensure continuing employment for workers
10. To encourage school systems to expand Co-Operative Education programs

Major Achievements:

An active 20 member council was established during the first period. In addition to this significant achievement, the program has taken the following actions:

1. The council's organization and work plan were adopted
2. Four specific area task forces were developed
3. A community forum for educators, school counselors, and employers was sponsored with focus on the relationship between employer needs, existing education and training programs, and student counseling
4. The completion of plans to:
 - a. present a forum on Co-Operative Education programs
 - b. develop a Human Resources Directory to be distributed throughout local school systems and government offices
 - c. survey employer needs and skill requirements in banking, commerce and agriculture
 - d. survey local guidance and counseling services
 - e. establish an occupational information center for youth through a pilot project conducted within the Bayamon Area Vocational School

Development of the Council:

The first meeting of the council was held in the fourth program month. Twenty community leaders attended. These individuals and others who did not attend were identified by the program administrator, college officials, and community leaders who were informed about the project. Telephone, letter, and personal invitations were delivered to each person. Original selections were based on the requirements of the program that a widely representative group of community leaders be involved. The initial meeting (and the next two) was used essentially to discuss the purposes of the council, to clarify the role it might play, and to set its own action program.

In the second meeting, a steering committee was elected whose role was to establish the council's plan of action, assign work groups in priority areas, and nominate a Board of Directors which would replace the steering committee as the formal leadership corps of the council. A business executive was elected coordinator of the steering committee.

Subsequent meetings produced a 17-member Board of Directors with the steering committee chairperson presiding, four task forces focusing on each of three priority objectives and the fourth studying the council's plan of action, and recommendations for action steps to be taken in the subsequent first period months.

The process of building council membership continued throughout the period with recommendations for new members provided by current membership.

Meetings were held every two weeks. Between meetings, contact with members was maintained by the program staff through personal visits, telephone conversations, and information letters. The minutes of each meeting were prepared and shared with the membership.

In addition to the formal group of council members, an informal cadre of resource people has been shaped to assist in the program work by providing information, making recommendations for activities, and cooperating in other ways with the work of the council.

A graphic display of council representation follows this page.

Problems:

In spite of the fact that volunteer action is not part of the Puerto Rican culture, the project experienced no difficulty in involving a number of significant community leaders in the project.

Difficulty was experienced in clarifying the special function of the council. Particularly problematical was distinguishing for the council the fact that it was to be a facilitator and influencer of community change not the provider of direct service programs to create change. The array of program principles with an emphasis on its role consumed major portions of the first few meetings and required that the project administrator reinforce the idea consistently in the early program months. The council's action plans reflects its proper function.

Evaluation:

The final evaluation report states that the project produced "above average" results in the seven months of its existence. It further states that "The organization of the Council is substantially solid, the general outcomes are very significant, the specific outcomes are modest but of great value to the future development of the Council."

Among the recommendations presented in this study are:

1. The council should continue to work at two levels: (a) scheduled plenary sessions in which the various community sectors represented on the

C U R R E N T C O U N C I L M E M B E R S H I P

	Numbers	Percentage
Manufacturing*	4	19
Public Service*	3	14
Education	5	24
Organized Labor	2	10
Business*	2	10
Associations	2	10
Parents	1	4.3
Media	1	4.3
Youth	1	4.3
Others (identify)		
Totals:	21	99.9

*Manufacturing: larger, product producing companies

*Public Service: government (local, state, regional, federal)

*Business: service and retail enterprises (banks, insurance, law offices, hospitals, doctors, etc.)

Adapted from Richard A. Sockol's "Evaluation Report #1", Education-Work Council Program, Asnuntuck Community College, p. 16.

council can maintain contact, and (b) intensive committee work to identify and respond to specific problems.

2. Council membership should be expanded to include greater participation by representatives from banking, civic, and religious groups. Student and parent representatives should also be involved. Participation of persons from the communities outside of Bayamon should be sought.

3. The purposes and intentions of the council should receive greater publicity through newspapers, radio, and television.

COMMUNITY COLLEGE OF VERMONT

St. Albans, Vermont

Project Administrator: Michele Ferland

DEMOGRAPHICS

-62-

Community College of Vermont - Vermont		Counties		
		Franklin	Lamoille	Grand Isle
1. Population (in thousands)		32.8	15.2	4.0
2. % Unemployment		8.7	4.8	29.8
3. Median Family Income		8180	8653	8803
4. Per Capita Income		2657	2820	2694
5. % of Families Below Low Income		12.2	11.3	11.5
6. Labor Supply (in thousands)		11.6	5.3	1.3
7. Labor Distribution (% in major areas)				
Industry	Manufacturing	25.6		16.1
	Construction			
	Educational Services			
	Services		15.3	
	Wholesale/Retail	17.1	18.2	
White Collar	Professional/Managerial	21.4	23.9	18.9
	Sales/Clerical	17.9	14.6	17.4
	Government	13.5	16.0	18.0
	Craftsmen/Foremen			13.1
8. % of Land in Farms		60.5	22.9	58.1
9. Population Density per square mile		28	28	43
10. % Urban		0	0	0
11. % Labor Force Working Outside County		16.3	17.1	34.3
12. Median Age		26.0	26.0	29.2
13. Median School Years Completed (25 years and older)		12.2	11.6	11.7
14. % Minority		>1	>1	>1
15. Educational Facilities	Elementary/secondary	Public 24 26		
	Post Secondary	Private 0 0 SEE		
		Public 1 1 Frank-		
		Private 0 0 Lin		

COMMUNITY COLLEGE OF VERMONT

Program Budget: \$33,679 (8 months)

Staff: Administrator

College Liaison (50%)

Learning Support Assistant (50% - Lamoille County)

Learning Support Assistant (full time - Franklin County)

Learning Support Assistant (50% time - Grand Isle County)

Learning Support Assistant (50% time - Lamoille County)

Secretary (50% time)

Evaluation Consultant

Consultant - meeting facilitator

The title Learning Support staff describes the special function of these college personnel. It is described in the following section. All of the part-time staff noted above work part time both for the program and for the college; thus, with one exception, their combined responsibilities make a full work schedule for them. Further, the Learning Support personnel were phased in as the program progressed. All were in place at the indicated time rate after the fifth program month.

The college liaison with the staff is the Director of the Northwest site of the college, 50% of whose salary is paid by the program.

The staff is housed in the college branch office in St. Albans.

The College:

The Community College of Vermont, one of five public colleges in the state, has a full time student population of 150 and 2,543 part time students. It was established in 1970 by order of the Governor.

Like most community colleges its mission is to make postsecondary education accessible to the general population and to make offerings relevant to local interests and needs. However, its approach to achieve this mission is unique. The college owns no facilities and uses instead existing community structures for all of its learning sites. Auto mechanics is taught in local garages, early childhood development in day care centers, and business practices in community companies. Program instructors, all of whom are adjunct since there are no full time faculty, are drawn from the ranks of community practitioners in learning areas demanded by student interest. In addition to the college's administrative group, the only full time personnel are responsible for providing learning support functions for students. These personnel (called Learning Support staff) deliver counseling, student program progress assessment, and program development support for the students. A learning contract is developed between individual students and the college. Under this system, students are free to investigate different learning experiences and learning styles for as long as they wish, convert their investigations into a certificate or degree program when and if they wish, and develop a certificate or degree program based on an assessment of prior learning and constructed around their personal and career life goals. Review committees made up of local citizens assist the college in several ways. Much like the way local curriculum advisory committees are used in most community colleges, the Community College of Vermont's review committees examine current program offerings and make recommendations designed to improve services. Beyond this, however, these review committees are built into the judging and degree-awarding process as key actors. Individual learner programs are discussed by the committees, they are critiqued by them, and finally they are passed upon by them. In this

way these committees are integral parts of the college's certificate and degree granting process.

The college offers the Associate degree in individualized programs. Certificate programs are also available. Articulation between the college and other state postsecondary institutions is effective.

Objectives:

In its project application, the college identified the following goals:

1. Reduce the out-migration of young people and other residents to urban areas through a finer tuning of job opportunities, educational programs, and residents' aspirations.
2. Work with the Regional Planning Commission and local industrial development groups to expand the economic base.
3. Strengthen the natural family, community, and occupational structures which comprise the society in Northwestern Vermont.

The initial steps the college proposed to reach these goals included:

1. Forming a working community education-work council by the end of the second project month.
2. Developing a council work plan to involve the following activities:
 - a. inventory all in-service training opportunities,
 - b. inventory all education resources,
 - c. identify all personnel directors and in-service training officers,
 - d. collect information about area occupations,
 - e. develop a referral system for job openings and practitioner-based career counseling,
 - f. collect information on all recent high school graduates,

g. design a model for the integration of existing college services with all of the above, and

h. identify interested elementary and secondary school personnel.

The completion of these tasks was to be achieved in the first funding period. The information was to be used to shape a substantive working agenda for the council for the second funding period.

Major Achievements:

A council steering committee was formed and met in the third program month. Subsequently a full council was formed and set general goals for itself. Among these goals are the following:

1. Improving communications among community segments with an emphasis on bettering youth education and employment opportunities. The first action step taken to realize this goal was a series of presentations to area Rotary clubs whose members represent a core of business persons in the community. Deliveries at these sessions were made by the local project administrator, a panel of youth, and a vocational educator.

2. Documenting the specific youth problems which exist in the communities. A questionnaire to collect this data has been shaped and will be distributed.

3. Producing and sharing a resource directory identifying youth problems and local resources. Relevant information is currently being collected.

4. Developing a needs assessment of the labor and skill requirements of local business and industry. Plans are being made to adapt a Vermont Department of Labor survey instrument so that locally relevant information can be collected.

5. Monitoring available state and federal monies which local institutions might use to improve youth services and encouraging the creative use of these monies. Headway has been made in this area particularly regarding the applicability of new CETA youth monies and career education funds distributed through the state.

6. Encouraging local economic development activities. Other existing organizations are already working in this area, thus the council is assessing how it might collaborate with these groups to assist in setting directions and establishing programs.

7. Assisting greater collaboration between business and education. First steps are being taken to open businesses to students so that they may learn first hand what local work opportunities exist and what skills are demanded.

Development of the Council:

A council steering committee was formed early in the project. It was composed of 25 members representing the college, local business, elementary/secondary institutions, and industry. Members were selected by the first project administrator who is a life-long resident of the area and whose family runs a well-known community business. Members were invited to participate through personal conversations. Additional potential members who would compose a full council were suggested by this group. Invitations to the prospective members were given by the project administrator and by members of the steering committee.

The first meeting of the full committee was held in the third program month. At this meeting and the subsequent one held two weeks later, the

council decided on its focuses and elected a chairperson. Two task groups were formed in the following areas: career information and resources and economic development. Task group chairpersons were elected. The task groups met to identify information needs and to recommend actions to address existing problems already obvious.

In the original design, separate councils were to have been established in each of the three counties composing the Northwest site. Because of the difficult logistics of such an arrangement, the council decided that a single council with representation from each of the counties would be shaped. The project is currently working on this new model.

The composition of the council is depicted on the chart on the following page.

Problems:

The central problem involves the relationship between the program and the college. The college proposed in its application a highly integrated arrangement with nearly all of the project staff working part time on college business. It further proposed that at the end of the second funding period, the total expense of the program would be absorbed in the college's operating budget. Although such a close relationship is in general conflict with the intent of the concept, it is an attractive one in an area characterized by economic depression and only elementary experience in generating local monies to support such groups.

This arrangement created problems for the project administrator. The administrator could not always count on the help of the several part time project staff for, it became apparent, their first loyalties were to the college. Lines of authority and accountability were blurred. As a result project achievement

C U R R E N T C O U N C I L M E M B E R S H I P

	Numbers	Percentage
Manufacturing*	5	15.2
Public Service*	9	27.3
Education	11	33.3
Organized Labor	0	0
Business*	6	18.2
Associations	0	0
Parents	0	0
Media	0	0
Youth	1	3
Others (identify Military	1	3
Totals:	33	100

*Manufacturing: larger, product producing companies

*Public Service: government (local, state, regional, federal)

*Business: service and retail enterprises (banks, insurance, law offices, hospitals, doctors, etc.)

Adapted from Richard A. Sockol's "Evaluation Report #1", Education-Work Council Program, Asnuntuck Community College, p. 16.

was diminished. When the national director encouraged the local program administrator to alter the staffing pattern and to move the council to a position of greater independence from the college, college officials understood it to be an intrusive act, inconsistent with the original project agreement. Some confusion caused by these shifts still exists, but they are being worked out.

Personnel changes have also affected the program. The original project administrator resigned her position in the fifth program month. She was replaced approximately six weeks later. Also, the council chairperson resigned shortly after the new administrator began work. He was replaced within three weeks. Both of these changes required substantial time for orientation and adjustment.

Also, the newness of the program, particularly in an area which has not had related experiences, necessitated slower movement than was anticipated.

Evaluation:

The project evaluation report states that the council is meeting its goals of promoting communication, assessing youth problems through survey questionnaires, assessing labor and work skill needs, and encouraging collaboration between business and education. It further says that council membership have become generally "enthusiatic, communicative, receptive, thoughtful contributors to the project's efforts."

However, the reluctance of a number of the council to organize formally using fixed procedures and meeting schedules led to the recommendation that consideration ought to be given to the creation of short term task forces to address particular problems. These task forces would disband when they had completed their work and their members would join a community resource pool to be used in the creation of future task groups or on an individual basis as need dictates.

To facilitate council effectiveness in addressing identified problems, the report suggests that problem solving-planning workshops be arranged for members.

DEKALB COMMUNITY COLLEGE

Clarkston, Georgia

Project Administrator: Suzann Harrison

D E M O G R A P H I C S

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DeKalb Community College - Georgia		DeKalb County
1. Population (in thousands)		463.6
2. % Unemployment		2.4
3. Median Family Income		12,135
4. Per Capita Income		3,742
5. % of Families Below Low Income		5.5
6. Labor Supply (in thousands)		184.4
7. Labor Distribution (% in major areas)		16.0
Industry	Manufacturing	
	Construction	
	Educational Services	
	Services	
	Wholesale/Retail	25.9
White Collar	Professional/Managerial	32.3
	Sales/Clerical	35.1
	Government	15.6
	Craftsmen/Foremen	
8. % of Land in Farms		5.2
9. Population Density per square mile		1,544
10. % Urban		93.7
11. % Labor Force Working Outside County		53.8
12. Median Age		26.1
13. Median School Years Completed (25 years and older)		12.5
14. % Minority		15.0
15. Educational Facilities	Elementary/secondary	
	Post Secondary	

DEKALB COMMUNITY COLLEGE

Program Budget: \$6,000 (4 months)

Staff:

Administrator

Secretary

The college liaison with the program was the Vice President for Continuing Education and Community Services.

The program office was located at the college.

The College:

DeKalb Community College is Georgia's only community operated school. It was established by DeKalb County School District and its Board of Education under the provisions of the state's Junior College Act of 1958. Its creation required a state constitutional amendment and the passage of a bond referendum by county citizens. It began operations in 1964. It merged in 1972 with the DeKalb Area Technical School and the Adult Education Division of the DeKalb School System to form the present DeKalb Community College.

The college is part of a comprehensive K-14 system. The College president is responsible to the superintendent of the entire school system who in turn is responsible to a seven member elected DeKalb County Board of Education. College financial support is provided in part by a county tax levy.

The college presently has two campuses located in the central and southern portions of the county. Planning for a third campus is under way for the northern part of the county. Programs for residents living in the northern portion of the county are offered in the local high school building. All are commuter campuses.

In addition to the Associate of Arts and Associate of Science degree programs in 26 transfer and 32 career-oriented areas, the college offers certificate and diploma opportunities. The Continuing Education and Community Services Division provides a wide variety of enrichment possibilities for students.

Enrollment figures for the present college year indicate that 5,303 full time and 7,512 part time students are enrolled in credit programs at the college.

Objectives:

The college's program application included the following set of objectives:

1. Establish staff and staff office.
2. Establish a broadly representative council by the fourth program month.
3. Formalize the organization and purposes of the council through the development of a constitution and by-laws by the seventh program month.
4. Develop and implement a council action plan by the end of the first funding period.

Although the college was not one of the six colleges selected as fully-funded demonstration sites for the program, AACJC invited DeKalb to participate with partial support. The college accepted this invitation and entered the program in June, 1977 with a \$6,000 budget. This reduced budget required that the college's original set of objectives be modified.

These less ambitious objectives included:

1. Survey 2,500 of the largest employers in the county to collect relevant data regarding economic trends, job skill requirements, attitude to youth workers, and future employee needs.
2. Publicize the intents and interests of this program to the 2,500 largest employers (and others) as a first step in establishing a council.
3. Identify and gather a group of community leaders at meetings to explain the program and to invite participation on the council.
4. Prepare, distribute, and analyze a questionnaire to determine the interest of a select group of community leaders in such a program and to use its results in fashioning a second questionnaire for wider distribution to all segments of the community.
5. Assess the achievement of the program in the first funding period.

Major Achievements:

The brevity of the college's participation in the program and the limitations placed on it by the modest funding level, along with other factors, did not permit the program to achieve its fullest potential. However, some important steps were taken which may lead to future developments.

In the second month of the college's participation, a group of 40 community officials attended a project orientation breakfast. Education, government, business, media, association, and labor union representatives attended. In addition to supportive statements delivered by college officials, a DOL representative and the AACJC project director explained the program and its expected benefits to the local community. The general reaction of the group was strongly positive.

As a follow-up to this session a questionnaire was distributed to the group. It probed for responses regarding worker skills and attitudes, school preparation of new workers, participation with other groups in matching worker skills with available jobs, and the value of a community education work council. The 70 percent return indicated that these officials recognized the benefits of a council both for the economy and the community. It also showed that these executives had experienced some of the difficulties which might legitimately be addressed by a council.

The program's publicity campaign involved personal discussions with community groups which would be expected to be an integral part of a council. This activity uncovered one major related program in the Atlanta metropolitan area. The Atlanta Chamber of Commerce and its county branches were already conducting youth transition programs. The Chamber was enthusiastic about working with the college's council once it was formed.

The college has committed itself to finding other resources to develop a local council so that it may take advantage of the first steps which the federal support has permitted.

Development of the Council:

A formal council was not established, although first steps were taken. These steps are described in the preceding section. A graphic display of those individuals who were expected to compose the council is presented on the following page.

Problems:

Aside from the constraints which partial funding put upon the program, other problems plagued the effort. The major Atlanta Chamber of Commerce program led the college to change its plans to invest the significant funds

it had originally expected to provide the program. Staff assistance supported by local Comprehensive Education and Training Act monies were to be part of the program, but revised college priorities eliminated this aid. Further, the first appointed project administrator resigned the position after six weeks; the second administrator was appointed on a temporary basis six weeks later. The continuity of the program was seriously disrupted during this time. This condition resulted in uneven progress.

Evaluation:

A third-party evaluator was not employed by the College because of the brief time the program was in operation.

ANTICIPATED COUNCIL-MEMBERSHIP

	NUMBERS	PERCENTAGE
Manufacturing*	3	10.3
Public Service*	8	27.5
Education	6	20.7
Organized Labor	2	6.8
Business*	6	20.7
Associations	3	10.3
Parents	0	0
Media	1	3.4
Youth	0	0
Others (identify)		
Totals:	29	99.7

*Manufacturing: larger, product producing companies

*Public Service: government (local, state, regional, federal)

*Business: service and retail enterprises (banks, insurance, law offices, hospitals, doctors, etc.)

Adapted from Richard A. Sockol's "Evaluation Report #1", Education-Work Council Program, Asnuntuck Community College, p. 16.

MOTLOW STATE COMMUNITY COLLEGE

Tullahoma, Tennessee

Project Administrator: Robert Dubray

DEMOGRAPHICS

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MOTLOW STATE COMMUNITY COLLEGE - TENNESSEE				C O U N T I E S						
				Warren	Moore	Lincoln	Grundy	Franklin	Coffee	Bedford
1. Population (in thousands)				29.6	3.4	25.6	12.1	28.7	34.2	25.7
2. % Unemployment				4.7	4.2	6.1	3.9	5.3	4.5	3.1
3. Median Family Income				6460	6400	6305	4181	6599	7668	7031
4. Per Capita Income				2143	1976	2093	1323	2108	2479	2403
5. % of Families Below Low Income				20.4	17.7	25.2	40.2	21.7	16.9	18.0
6. Labor Supply (in thousands)				11.2	1.6	9.9	3.4	10.4	12.7	10.8
7. Labor Distribution (% in major areas)										
Industry		Manufacturing		40.5	43.2	32.7	33.9	24.7	26.8	39.7
		Construction								
		Educational Services								
		Services							21.5	
		Wholesale/Retail		17.1	11.1	14.5	16.1	15.9		14.3
White Collar		Professional/Managerial		15.4	11.9	18.0	10.3	20.4	24.1	15.5
		Sales/Clerical		14.6	14.5	17.1	12.3	15.6	15.6	17.0
		Government		9.7	12.2	19.0	14.9	19.7	15.7	
		Craftsmen/Foremen		15.8	15.8	13.2	12.7	14.9	15.8	15.7
8. % of Land in Farms				66.6	74.4	84.3	17.8	48.5	61.5	80.2
9. Population Density per square mile				61	29	42	30	49	75	52
10. % Urban				39.5	0	28.9	0	21.4	64.1	49
11. % Labor Force Working Outside County				10.4	40.6	19.4	39.3	27.6	12.0	11.4
12. Median Age				30.1	32.9	31.3	27.9	28.7	28.8	31.7
13. Median School Years Completed (25 years and older)				9.3	9.1	9.9	8.4	10.4	11.3	10.4
14. % Minority				5.0	7.0	12.0	1	8.0	4.0	11.0
15. Educational Facilities	Elementary/secondary	Public	13	3	17	9	21	13	17	
		Private	0	0	0	3	2	1	0	
		Public	0	0	0	0	1	1	0	
		Private	0	0	0	0	0	0	0	

MOTLOW STATE COMMUNITY COLLEGE

Program Budget: \$32,299 (8 months)

Staff:

Administrator

Assistant Administrator

Secretary

Two clerical work-study students

Evaluation Consultant

The college liaison with the project is the Dean of Instruction.

The staff is housed at the college.

The College:

Motlow State Community College, one of 9 two-year institutions in the state, was opened in September 1969. It is located in the city of Tullahoma in Moore County. Seven counties make up its service area. Its present student population is 700 full-time students and 1,419 part-time students. Originally designed as a university parallel institution, in the last few years more career oriented programs have been offered along with certificate and adult continuing education courses. It has a single campus and is a non-residential facility. Its College Level Examination Program is applied in 21 areas providing students the opportunity to earn as many as 12 credits. The university parallel program offers 36 emphases. Six career education programs are available leading to an AS degree, and one-year certificate programs exist in seven areas.

The college comes under the aegis of the Board of Regents, the State University and Community College System of Tennessee. Its local operation

is advised by a Community Advisory Council. Several curriculum advisory groups assist the college in determining the needs of the community and in keeping its individual programs current.

Its financial support comes from state funds.

Objectives:

The college's project application included the following set of objectives:

1. Collect and organize data on employment opportunity projections, youth unemployment, apprenticeship programs, and other statistics for use by the council.
2. Establish and maintain liaison with prospective Education-Work Council members, youth organizations, students, and advisors.
3. Establish identifiable goals for the staff office in terms of service to youth in the area and the work community.

Other goals focused on establishing the council and clarifying organizational issues in preparation for a more substantive programmatic agenda for the second period. These original goals remained intact during the first period.

Major Achievements:

In addition to establishing a full regional council, subcouncils were created in each of the seven counties comprising the college's service area. In the initial program months a steering committee was convened. Its principal task was to nominate other community leaders who might appropriately participate as council members. Steering committee representation was from: the college, business, secondary school administration, media, government, and school counseling services. The composition of the full council is depicted in the chart on the following page.

Other achievements include:

1. Encouraged and facilitated the expansion of the college's Co-Operative Education Program.
2. Developed and staffed a community youth placement service through the project office for full-time, part-time, and summer jobs.
3. Initiated plans for an area job market survey and analysis.
4. Developed plans for the creation of a job-seeking training program for youth.
5. Took first steps in preparing a clearinghouse/directory which will identify education, training, and personal and career development opportunities in the area.
6. Conducted a comprehensive publicity campaign on the council resulting in 300 column inches in area newspapers and a series of public service radio discussions.

Development of the Council:

A core group of community leaders was identified by the college in the second program month and convened in the third month. Education and business leaders predominated on this committee. This group nominated other individuals who together made up a full council representing all segments of the community both in terms of geography and professional interest. The first full council meeting was held in the fourth program month.

Inconsistent meeting attendance and comments from members suggested that a single council for the seven county region was inadequate. Youth problems in each of the counties were distinct and the distances members from the outlying counties had to travel to attend meetings required a different approach to the program. To respond to these difficulties, subcouncils for

each of the counties were established in the fifth and sixth months of the program. A small cadre of local leaders in each of the counties was formed, chairpersons were elected, and meetings were held. Each of these meetings was staffed by the project administration. Each of the subcouncils has worked to establish its own agenda.

For the purposes of adding cohesiveness and strength to the council, a Board of Directors has been organized. This body is composed of representatives from each of the subcouncils and other council members. A slate of officers will be elected in preparation for its possible application as a non-profit corporation. This board will set the policies and broad directions of the entire council program, share information, plans and problems, and address common concerns.

Problems:

The staff identified two problems which hampered the development of the council. Turnover in council membership required that significant portions of staff time both in personal interviews and in meetings be taken with explaining the program concepts, expectations, and possible benefits. The council membership also had difficulty responding to the abstractness of the program philosophy.

The program service area is essentially a rural, economically depressed one with few jobs and those which are available demand only modest skill levels. Youth migration to job centers outside of the region is also a problem. To reverse these trends important economic development activities are required, ones, at this point, which are difficult for a newly formed group to undertake.

CURRENT COUNCIL MEMBERSHIP

	numbers	percentage
Manufacturing*	12	12
Public Service*	30	30
Education	34	34
Organized Labor	2	2
Business*	6	6
Associations	5	5
Parents	3	3
Media	3	3
Youth	5	5
Others (identify)	0	0
Totals:	100	100

*Manufacturing: larger, product producing companies

*Public Service: government (local, state, regional, federal)

*Business: service and retail enterprises (banks, insurance, law offices, hospitals, doctors, etc.)

Adapted from Richard A. Sockol's "Evaluation Report #1", Education-Work Council Program, Asnuntuck Community College, p. 16.

Evaluation:

The final evaluation report states that first period development has been good and that objectives have been met. It makes two recommendations:

1. The Council should proceed with the task of seeking ways to overcome identified barriers to youth employment by (a) influencing existing institutions to accept responsibility where applicable, and/or (b) seeking funds to purchase needed services.
2. The Council should address two pressing problems, as priority items, (a) lack of active participation by individual members, and (b) the need for acquainting the public with the purpose and work of the council.

SOUTHEAST COMMUNITY COLLEGE

Lincoln, Nebraska

Project Administrator: Peg Novotny

D E M O G R A P H I C S

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Southeast Community College - Nebraska				C O U N T I E S							
				Thayer	Seward	Saunders	Saline	Richardson	Pawnee	Otoe	York
1. Population (in thousands)				7.5	14.9	18.0	13.0	11.6	4.0	15.1	14.5
2. % Unemployment				0.8	1.1	1.9	2.3	3.0	1.2	2.5	1.7
3. Median Family Income				6,689	8157	7824	7593	6818	5567	8026	8263
4. Per Capita Income				2,240	2,547	2,412	2,654	2,411	2,118	2,659	2,743
5. % of Families Below Low Income				15.8	9.0	13.4	11.4	14.7	19.9	8.0	8.3
6. Labor Supply (in thousands)				2.8	6.1	6.2	4.9	4.7	1.7	6.5	5.6
7. Labor Distribution (% in major areas)											
Industry		Manufacturing				14.7	17.4	13.8		18.7	13.1
		Construction									
		Educational Services									
		Services			20.4						
		Wholesale/Retail		25.7	19.0	20.0	17.5	22.1	16.1	21.0	24.4
White Collar		Professional/Managerial		20.0	19.0	15.4	18.0	17.6	17.3	16.3	18.7
		Sales/Clerical		16.1	16.4	13.9	15.1	17.1	12.4	17.3	13.6
		Government		12.5	13.3		17.3		21.8		12.1
		Craftsmen/Foremen				12.3					
8. % of Land in Farms				97.9	96.2	91.7	95.0	91.3	86.7	95.3	94.5
9. Population Density per square mile				13	25	22	22	22	10	25	24
10. % Urban				0	36.6	22.5	35.1	44.0	0	47.8	49.5
11. % Labor Force Working Outside County				3.5	16.9	28.2	12.6	9.8	17.1	12.0	4.5
12. Median Age				40.0	27.2	33.0	36.0	39.0	43.2	36.5	31.3
13. Median School Years Completed (25 years and older)				12.0	12.1	12.1	12.1	12.1	12.1	12.1	12.2
14. % Minority				>1	>1	>1	>1	>1	>1	>1	>1
15. Educational Districts	Elementary/secondary	Public	7	3	6	4	4	3	4	6	
		Private	0	1	0	0	1	0	1	0	
		Public	0	1	1	0	0	0	0	0	
		Private	0	1	0	1	0	0	0	1	

DEMOGRAPHICS

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Southeast Community College - Nebraska				COUNTIES						
				Nemaha	Lancaster	Johnson	Jefferson	Gage	Fillmore	Cass
1. Population (in thousands)				8.9	167.9	5.7	10.4	25.7	8.1	18.1
2. % Unemployment				2.8	2.9	3.1	3.0	2.3	1.3	3.9
3. Median Family Income				8162	9770	6719	6664	7630	7854	7813
4. Per Capita Income				2697	3154	2207	2407	2409	2746	2511
5. % of Families Below Low Income				10.7	6.0	16.2	15.1	10.5	12.5	
6. Labor Supply (in thousands)				1.8	77.7	2.2	4.1	9.7	1.8	6.8
7. Labor Distribution (% in major areas)										
Industry		Manufacturing			14.3					20
		Construction								
		Educational Services		14.5						
		Services								
		Wholesale/Retail	14.0	21.4	17.0	21.2	18.8	21	18	
White Collar		Professional/Managerial	17.0	27.3	16.2	14.9	21.5	16.6	15.9	
		Sales/Clerical	10.9	28.5	12.4	19.3	18.7	16.0	18	
		Government	12.7	25.2	15.6	14.4	17.3	18		
		Craftsmen/Foremen								
8. % of Land in Farms				93.2	86.6	91.5	88.7	100	97.5	91.8
9. Population Density per square mile				22	199	15	18	30	14	33
10. % Urban				40.4	91.3	0	51.1	48.2	0	35
11. % Labor Force Working Outside County				13.3	4.0	12.5	7.6	7.8	10.1	42.7
12. Median Age				32.2	25.5	37.2	38.3	33.3	36.7	29.5
13. Median School Years Completed (25 years and older)				12.3	12.6	11.5	11.7	12.1	12.2	12.2
14. % Minority				>1	1.5	>1	>1	>1	>1	>1
15. Educational Districts	Elementary/secondary	Public	2	7	4	3	7	7	7	
		Private	0	2	0	0	0	0	0	
	Post Secondary	Public	1	2	0	1	1	0	0	
		Private	0	8	0	0	0	0	0	

SOUTHEAST COMMUNITY COLLEGE

Program Budget: \$33,863 (7 months)

Staff:

Administrator

Secretary

Evaluation Consultant (also responsible for some data collection
and analysis)

Consultants for Data Collection and Analysis

The college liaison is the Assistant to the President of the college.

The staff is housed at the college's Area Administration Office.

The College:

Southeast Community College is a public supported two-year area institution serving fifteen counties in Southeast Nebraska. The college area encompasses approximately 10,000 square miles and serves a population of over 350,000. The college is a multi-campus institution with campuses at Beatrice, Fairbury, Lincoln and Milford with Area Administrative Offices located in Lincoln. In addition, attendance centers in each community have been established for community services and adult education activities. Fairbury and Milford are residential campuses while Lincoln and Beatrice are commuter institutions. College policy is established by an elected 11 member Area Board of Governors. The college is supported through legislation permitting a property tax levy of up to 2.5 mills on the assessed valuation of the college area and state aid based on the full-time equivalent students generated during the previous year.

The Southeast Community College area was formed by the legislature in July of 1973 as one part of the Nebraska Technical Community College System. As a result of that action, three institutions located at Fairbury, Lincoln and Milford became the initial campuses of the Southeast Community College System with the addition of the Beatrice Campus three years later. The Lincoln and Milford campuses offer an array of two-year occupational programs designed to provide technicians and entry level skilled people to meet the needs of local business and industry. The Fairbury Campus emphasizes academic transfer courses to meet the requirement of the first two years of a baccalaureate degree. Beatrice, the newest of the campuses, offers full-time occupational courses during the daytime and related instruction in adult continuing education opportunities in the evening. The Community Services Division delivers outreach programs and adult education offerings to the communities outside the four major campus locations. This division stresses the following areas: voluntary, part-time, non-credit and short term. The delivery of these course offerings is often channeled through existing local school districts but other relevant and interested agencies may also be used.

Objectives:

The college's project application listed a set of program objectives for the first funding period. They included:

1. Research, evaluate and recommend materials, equipment, systems and techniques, related to improving the career decision-making ability of youth in Southeast Nebraska.
2. Evaluate and recommend methods of matching employment opportunities with appropriate individuals seeking employment and methods of referral of individuals to appropriate educational opportunities.
3. Improve the extent to which educational programs reflect the needs

of employers and individuals in need of education.

4. Increase the awareness of Southeast Nebraska employers and residents of the capabilities of the community in meeting their work-education needs.

This original set of objectives was deferred. The six-member steering committee recommended that before the council objectives were accepted and acted upon, the specific needs of the community should be identified through a series of data collection activities. The committee suggested that a data collection plan should concentrate on the following areas:

1. Services provided to youth by social service agencies.
2. Needs and problems identified by employers of youth.
3. Services provided by educational institutions geared toward bridging the transition from education to work.
4. Youth perceptions of problems encountered in education and work situations and the transitional difficulties experienced within each.
5. Collection of local unemployment statistics.
6. Collection and summarization of labor laws affecting youth 16 to 21 years of age.

The collection and analysis of this data was to identify:

1. The need for an Education/Work Council.
2. Duplication of effort already existing in established programs addressing project issues.
3. Priorities which the council might adopt.
4. The appropriate composition of the council.

This series of data collection tasks was performed during the first project period by staff in cooperation with a private consulting firm and the Bureau of Business Research at the University of Nebraska. The private consulting firm was also commissioned to conduct the project evaluations.

Major Achievements:

In addition to establishing a full council with an appointed steering committee and elected chairperson, major first phase achievements include:

1. Survey of community social service agencies, employers, educational institutions and youth.
2. Collection and summarizations of state and federal youth labor laws.
3. Collection of area unemployment data and labor market trends.
4. Formation of Area Youth Profile
5. Preparation of a CETA proposal to establish a Community Employer's Service Unit designed to coordinate needed training programs to satisfy local employer's needs.
6. Incorporation as a non-profit entity. This act was decided upon by the steering committee to establish itself as a credible community agency, to ensure its independence from other community organizations, to make it eligible to compete for a variety of funding resources important in maintaining its existence beyond the federal funding period, and to permit it to respond to a strong interest from CETA to serve as coordinator and facilitator for a number of manpower programs.
7. Invitation from the Mayor of Lincoln asking that several members of the Education-Work Council serve on the Mayor's CETA Youth Planning Council.

Development of the Council:

Initially a six member steering committee was formed. This committee was composed of representatives from: local business, local Chamber of Commerce, state government, organized labor, a non-profit manpower organization, and the college. A state legislator and a CETA administrator were added later. Recommendations for membership on this committee were made by social service agencies and the college. Selections were made by the project staff. Full council members were nominated by the steering committee on the basis of community leadership and organizational affiliation. A broadly representative council was formed through this process. The chairperson was elected by the council through a nominating committee. He is associated with local business.

The steering committee met monthly. Issues focused on: clarifying the function and purpose of the council, developing designs and purposes for the data collection effort, developing a full council, and establishing first phase objectives.

On October 4, 1977, the council was incorporated. The eight original steering committee members constitute the Board of Directors.

Problems:

Two consistent issues bothered the council during the first period. One had to do with its role and the other with its legitimacy; both appeared to be the result of the past volunteer committee work of participating members. Most of these community leaders had served on other bodies whose function was to provide advice and consent to programs sponsored by the agency which convened the group. The group's purpose and legitimacy was provided by the

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CURRENT COUNCIL MEMBERSHIP

	Numbers	Percentage
Manufacturing*	1	4
Public Service*	6	24
Education	5	20
Organized Labor	3	12
Business*	5	20
Associations	3	12
Parents		
Media		
Youth	2	8
Others (identify)		
Totals:	25	100

90% of the members are Parents

School media will be presented at all meetings. These are open meetings; the school will release information to the press via public information department

*Manufacturing: larger, product producing companies

*Public Service: government (local, state, regional, federal)

*Business: service and retail enterprises (banks, insurance, law offices, hospitals, doctors, etc.)

Adapted from Richard A. Sockol's "Evaluation Report #1", Education-Work Council Program, Assunpink Community College, p. 16.

agency. In the council program, the group was to establish its own directions and purposes within youth transition areas and without the benefit of single agency dominance. The council was also to perform as influencers of program changes and generation, not as program developers and implementors except when it was necessary to do so. The distinction between the traditional committee role and the new one created uncertainty and even at this point in its development, some members of the council continue to suggest, in spite of its status as a non-profit corporation, that the council ought to be affiliated with some established, recognized agency. Once clear community needs are identified through the analysis of data, it is expected that the council will be able to carve out and clarify its own special role.

A third problem centers about the vast geographical area which the council was to serve. Fifteen counties are in the service area, with Lancaster County (in which Lincoln is located) being the only predominately urban one. The others are essentially rural. In the last several years migration from these rural counties to the Lincoln area has been heavy. Thus, the problems in Lancaster County are sharply different from those in the other counties. One council cannot serve the needs of them all. Rural councils need to be established. Staff and funding limitations prevent this sort of development. As a result only the Lancaster Council has been established. As further support becomes available, a network of rural councils is anticipated.

Evaluation:

Noted below are selected comments prepared by the site evaluator. They are excerpted from the final evaluation report.

In assessing program achievement from the viewpoint of the product performance objectives established for the project, it is seen as essentially successful. Specified tasks were achieved during the course of the first phase. A series of surveys have been completed and analyzed; a full, active council has been established; and operational and organizational details have been clarified.

Early confusions and uncertainties regarding the relationship of the council to the college and to other existing community organizations caused difficulties in the initial project months. The fact that data collection activities consumed most of the first period eliminated the development of council sponsored service programs which might have helped coalesce the group in more concrete ways. In recent months evidence shows that the council is beginning to view itself in ways consistent with the program concept.

"Looking to the future, it appears... that the foundation of a viable Work-Education Council has been developed... The evidence does indicate there is a need for an organization that can coordinate a multitude of existing agencies and also provide specific programs needed by not presently being provided."

TANANA VALLEY COMMUNITY COLLEGE

Fairbanks, Alaska

Project Administrator: Sherry Modrow

DEMOGRAPHICS

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TANANA VALLEY COMMUNITY COLLEGE - ALASKA				Fairbanks North Star Borough
1.	Population (in thousands)			600
2.	% Unemployment			8.0
3.	Median Family Income			
4.	Per Capita Income			7475
5.	% of Families Below Low Income			11
6.	Labor Supply (in thousands)			22.7
7.	Labor Distribution (% in major areas)			
	Industry	Manufacturing		
		Construction		
		Educational Services		15.2
		Services		
		Wholesale/Retail		20.6
	White Collar	Professional/Managerial		30.8
		Sales/Clerical		26.3
		Government		37.5
		Craftsmen/Foremen		16.1
8.	% of Land in Farms			0.1
9.	Population Density per square mile			6.0
10.	% Urban			73.0
11.	% Labor Force Working Outside County			3.9
12.	Median Age			22.2
13.	Median School Years Completed (25 years and older)			12.6
14.	% Minority			Black-4.0 Indian-10.0
15. Educational Facilities	Elementary/secondary	Public	28	
		Private	0	
	Post Secondary	Public	2	
		Private	0	

120

TANANA VALLEY COMMUNITY COLLEGE

Budget: \$48,517 (eight months)

Staff: Administrator

Secretary

Evaluation Consultant

Data collection and analysis consultant

The Director of Student Services and Counseling is the program's liaison with the institution.

The program office is housed in the community college building.

The College: Tanana Valley Community College began its operation with the fall semester of 1973. It is one of two year public institutions in the state. The college is part of the University of Alaska system and as a result shares some of the university's administrative services (business offices, etc.). The college has its own administration and faculty, and utilizes the buildings of the Fairbanks university campus.

Although the two institutions are separate and distinct administrative units, articulation between the two has been established. For example, a student earning an Associate of Arts or Associate of Applied Science degree from the college may transfer virtually all credits to the university. Also, the college and university have arranged a program by which a student may earn two degrees in the four years it normally takes to earn the BA. Approximately 500 students take classes in baccalaureate programs while at the same time taking community college classes. For purposes of fulfilling the university's minor obligation, students may register at the community college for a program leading to either an AA degree or an AAS degree. Approximately 11 AA degree programs can be easily matched with the University's minor program requirements.

Included in these AA degree areas are: Business Supervision, Office Occupations, Paraprofessional Counseling, Early Childhood Education, and Library Technician. Approximately four AAS degree programs can be easily fitted to the university's minor requirements. These include: Electronic Technology, Mineral and Petroleum Technology, Professional Piloting, and Fire Science. The AAS degree in combination with the BA usually takes slightly more than four years to complete.

In addition to its university transfer and technical degree programs, the college offers certificate programs. More than 200 non-credit "short courses" with some emphasizing very young children and others are presented by the college. Instructional staff for "short courses" are drawn from the community and serve as adjunct faculty.

The 1977 fall enrollment figures show 2,283 part time students and 120 full time in credit classes plus 1,600 in non-credit in non-credit classes.

Objectives: In its AACJC application, the college identified a series of program objectives for the first funding period. They included:

1. Establish a broadly representative education work council during the first program period.
2. Develop a public relations package which will emphasize the purpose of the council, its intended first period focus, and the need for community involvement.
3. Contract with expert consultants to design, apply and analyze two community surveys:
 - a. employment needs of area employers one year and five years hence with subparts inventoring employer attitudes toward youthful workers; expectations in regard to worker habits, skill level, and demeanor; and innovative labor arrangements.

- b. number and types of employment youth are currently engaged in with subparts identifying the relationship between education/training and the jobs, methods used to find employment, and attitudes toward work-education experiences.
4. Establish four task forces within the council to concentrate on the following issues: occupation inventory, working student survey, career counseling services assessment, and barriers to work-study linkages.
 5. Establish an action agenda for the second year.

Major Achievements: Among the first period achievements of the program are the following:

1. An active, working council has been established and is meeting monthly.
2. The council has initiated discussions with local officials concerning the development of an occupational information system based on the Oregon model.
3. The employment needs and youth employment surveys have been designed by a contracted consultant and will be applied in the next two months.
4. Plans for a career counseling workshop for area counselors have been completed. The workshop will be held December 12, 1977.
5. The council staff office has established itself in the college/university complex and has developed a favorable relationship with the various departments.
6. A council task group is developing a series of pre-employment seminars to be presented in all area high schools in the Spring semester, 1978.

Development of the Council:

The college's program application identified 13 persons who might appropriately be invited to participate on the council. This list included secondary school teachers, university administrators, executive officers of native associations, the media, and government. Personal invitations delivered by the program administrator to these individuals and to others suggested by this core as well as to other logical community leaders helped build the council to its present number. A graphic display of council representation follows this page.

A pattern of monthly luncheon meetings was developed and continues.

In the fourth program month, the first council meeting was held. Organizational issues were discussed along with the purposes and possible directions of the group. Subsequent meetings led to the election of a chairperson (a retired city government administrator), the adoption of the council's agenda for the remaining portion of the first funding period, the expansion of council membership, the development of task forces to focus on specific council goals, and the creation of an eight member steering committee to set general policies and directions.

At this point the various responsibilities of council components are:

1. The chairperson conducts meetings and holds the key leadership position.
2. The steering committee sets policy and assumes a decision-making role.
3. The full council acts on recommendations from consultants, staff and the steering committee, provides a forum for new ideas, and seeks new members.

CURRENT COUNCIL MEMBERSHIP

	Numbers	Percentage
Manufacturing*	0	0
Public Service*	5	20.0
Education	8	32.0
Organized Labor	2	8.0
Business*	3	12.0
Associations	2	8.0
Parents	0	0
Media	1	4.0
Youth	1	4.0
Others (identify)		
Retired	1	
Crisis Counseling	2	12.0
Totals:	25	100

*Manufacturing: larger, product producing companies

*Public Service: government (local, state, regional, federal)

*Business: service and retail enterprises (banks, insurance, law offices, hospitals, doctors, etc.)

Adapted from Richard A. Sockol's "Evaluation Report #1", Education-Work Council Program, Asnuntuck Community College, p. 16.

4. Task groups address specific issues and report their findings and recommendations back to the steering committee and full council.
5. Project staff provide council resource materials, suggestions for council concentration, logistics for meetings and workshops, and liaison with the AACJC and U.S. Department of Labor offices.

Problems:

Several problems were faced by the program in the first period.

The generality of the program concept made it difficult for program staff to interest busy community leaders in volunteering their time to participate on the council. Even after a small initial group was formed, attendance at early meetings fluctuated partly because members were not able to clearly fashion concrete ideas about the purposes of the group. As a core of the group began to interpret the program's applicability to the Fairbanks area and communicate it to other community leaders, attendance became regular and the council membership grew. At this point the council is established and has set its own short and intermediate term objectives.

Because of the shortness of the summer season in Alaska (and the length of the winter), most Fairbankans take full advantage of this time to vacation. Summer council meetings as a result are difficult to organize. A hiatus in council activity during this period interrupted the continuity and momentum of the program.

Evaluation:

The final first period evaluation reported that council members felt that the council was progressing steadily. It also stated the the project had gained identity within the college/university setting, the college administration had made significant contributions to the program, and important first

steps had been taken. Among the difficulties the report notes is the imbalance of community elements represented on the council. Missing are sufficient representation from the public school system, government, native organizations and employers.

Recommendations in abbreviated form included the following:

1. The project administrator needs immediate access to others within the community college for brainstorming and feedback.
2. There is a need for the project administration to determine the structure of power interaction within the community and to develop representation from key interest groups rather than from key personalities.
3. Once the surveys have been completed, the community power structure determined, and task force work finished, a public workshop needs to be held to present the council as a viable community institution.

SECTION III

ISSUES AND PROBLEMS

III. Issues and Problems:

Introduction:

In a knowledge development project like this one, it is important in addition to chronicling facts that the perception of the project director be recorded. The combination of fact and impression provides a comprehensive view of the program experience. This section captures the AACJC project director's impressions and experiences regarding program areas in which difficulties developed and briefly analyzes the reasons for their occurrence.

Some of these issues and problems were generated by the concept itself; others were produced by its application through community colleges. Not all of them were exhibited at each of the demonstration sites, but they have appeared frequently enough to warrant their inclusion.

Specific references to individuals and separate demonstration sites have not been made. The intent here is to raise issues, not to highlight distinct programs.

A. The Council:

1. Membership:

Local councils were to involve a broadly representative group of community leaders from organizations and agencies which have an important interest in the various components of youth transition. The range of organizations/agencies include: government, organized labor, schools, colleges, universities, business, professional associations, and parent and student groups.

Once the group was established, local administrators were responsible for facilitating collaborative processes between and among the various member organizations.

As it was anticipated, the task was not easy. Observation of the

councils in session revealed that individual personalities were so varied, personal and organizational agendas so diverse, personal histories so unlike, and goals and respective styles so manifold that unifying them through common goals and specific activities would require extraordinary effort.

Differences between educators (particularly post-secondary representatives) and business people was especially noticeable. While the educators were most comfortable pursuing the meaning of program philosophical precepts and discussing organizational principles which might be applied to council structures, the business people were most concerned about "getting down to actions" immediately. The contrast in language was also revealing: the educators' language was more often than not abstract and multi-syllabic while the business people's was more concrete, simpler and characterized by active words rather than passive.

An example of the differences among the represented groups was shown in one of the council meetings. The issue was the proposed new minimum wage law which was at that point being considered in the U.S. Congress. A member of the local Chamber of Commerce voiced the opinion that the impact of the legislation, were it to pass, would be devastating to small businesses and would exacerbate the youth unemployment problem. It would lead to significant job loss and/or job opportunity loss for this group. He expressed the opinion that businesses would be more inclined to hire an older worker at those wages than they would be to hire a younger, unproven person for the same position. A labor union representative took an opposing position. He suggested that there was no acceptable evidence (in spite of what the Chamber of Commerce of the United States had published) to prove that the

new minimum wage would result in youth job or youth job opportunity loss and he indicated that the exorbitant profits realized by business in the last year strongly warranted the advance of the minimum wage.

There was no acrimony in this exchange, but it did highlight the severe differences among council members and suggest the enormity of the task of finding ways in which individuals with such disparate views may agree on some course of action designed to solve local youth problems.

2. Role:

Defining the function of the council in a way consonant with the program concept, compatible with the needs and interests of the council members, and sufficiently attractive to ensure long-term member involvement proved to be a significant problem.

The council is designed to be a collective of important community leaders who together can influence improvement in the quality of direct occupational services provided to local youth. The generation of direct service programs was to be taken on by the council only if no such services were already provided in the community (no matter what the value of these services) or if no other relevant organization was willing to take on the additional task. The council was not to duplicate efforts, but rather it was to assess the quality of existing services and use its influence to improve them. Another council task was to "raise the consciousness" of the general community regarding youth transition problems and thereby garner total community endorsement for this effort.

In general, educators were more comfortable with this role definition than were business and labor representatives, but even the educators were discontent with the thought that these councils might elevate local problems

without the attendant mandate of following through with some of their own action solutions. Many of these council members had sat on "councils" before. Their experiences were not happy, for more often than not these committees were talkathons without any visible benefit to the general community or the special audience which they were formed to address. Thus, it was not enough for them to meet periodically and to share thoughts; they wanted to do something. Further, to maintain their interest in the program they needed to have some concrete evidence of achievement to show for the time they were putting in and for the effort they were making. This need for action surfaced early in the program; in fact, several of the site administrators said it was discussed in the first meeting of their groups.

One of the indexes of the importance of this point may be found in the sometimes wavering attendance at council meetings experienced at some of the sites. Staff at these sites were never confident that those people who attended the previous meeting would be at the next one. The changing membership required that the staff provide constant "schooling" of the group, review what had already taken place, and state what was anticipated for the future. As a result, little progress was possible, and little firm group commitment to council work was generated. There are many explanations for this inconsistent attendance, but one of the important ones appears to be the lack of specificity in the work of the council and what was expected from this group.

Although one site has taken on a direct service program (a youth placement office), each of the sites has handled this conflict well. While carefully establishing prioritized action agendas, each of the councils has completed some specific activity to which it can turn as evidence that it has contributed its time and experience effectively. These activities

include the production of a slide-tape program which explains the composition, history and intent of the council; sponsorship of an area-wide conference on youth employment problems; organization of occupational counseling workshops; successful application for status as a non-profit corporation; generation of research studies relevant to program goals; and presentations before local business groups. More of these sorts of activities are anticipated for the second year.

With these achievements, however, the issue does not lie dormant. The natural tendency of these councils will be toward developing their own direct service programs, partly because this is easier than influencing others to change their approach to providing services and partly because it is important for such groups to continually justify their efforts by referring to concrete achievements. Further, successful action programs legitimize the councils in the communities.

While this issue requires constant surveillance during the federal funding period, continued watchfulness will probably be required after these councils begin to operate without federal support. It is expected that most of the councils will become non-profit corporations and through this mechanism sustain themselves through federal and state grants and contracts, awards from foundations, and contributions from local businesses. It is likely that a high percentage of these monies will involve the provision of direct services to various audiences. Some of these services will probably be provided by the councils, thereby converting them to direct service agencies rather than ones which encourage other organizations to improve their offerings. If this pattern emerges, these councils will lose their special character. (See Financing)

3. Independence:

The council autonomy concept has been difficult to communicate to the groups. They appear to understand that they are to take charge of themselves, to operate separate and apart from other established community organizations while at the same time involving all of these individual groups. But operationalizing the theory is a problem. There are several possible reasons for this difficulty. They include:

a. The standard pattern for group action has been the cooperative model; that is, one existing organization with a special interest in a given area develops a program and invites powerful community representatives to assist it in its work. CETA advisory committees and community college curriculum advisory committees are examples. As is indicated in the descriptors, these groups are advisory. They do not create policy nor programs.

They are generally asked only to react to the ideas or programs of the lead agency and to help generate support for ideas and programs in the community.

b. The demands on members' professional lives require most of their time, thus it is easier for them to contribute to community programs through endorsement. Creating a new group with different processes for decision-making and program development requires significant time for reading, thinking and sharpening ideas. The fullest sort of participation in this sort of enterprise insists upon learning substance outside of their professional areas, digesting it, and structuring creative approaches to problem resolution. It requires careful listening to others and a willingness to compromise one's own personal positions. It demands that individuals play two parts at the same time: that of organizational representative and that of community leader, two parts which at times can conflict with one another. In this sense, it demands that individuals take risks, for positions taken by the full council can be attributed to individual members.

c. The concept is so attractive to one or another organization that it assumes the heaviest responsibility for its success and achievement. The tendency toward this position is particularly apparent at one site. The project staff numbers eight persons, seven of whom are part time. Most of the part time staff work half time with the project and half time with the college. As a result the program becomes clearly a college program - one of several - and not an independent community group. Further, the college plans to include the program in its own budget when the federal monies terminate. This act bodes well for the longevity of the project, but it is anathema to the intent of it. Given the particular geographical location, this approach may be the most reasonable one to ensure program continuance, yet, under this arrangement, it would be very difficult if not impossible to reach full fruition of the concept.

In response to the first two points in this section, some local project staff have taken what appears to be an aggressive leadership role with the councils. The general unfamiliarity of council members with the demands of collaboration and the drain on their time as well as the need for progress has encouraged the administrators to offer more leadership than the concept appears to suggest is appropriate. The condition creates a dilemma for the staff. Should directions, decisions, programs be left essentially for the council membership to generate, or should the administrator take an active role, in fact, a leadership role in these exercises? How much leadership is acceptable before the group becomes advisory? How should the term "staff" be defined? Does it mean taking an essentially passive position, waiting for direction and assignment from the councils, or should the staff assume responsibilities beyond what is given by the council leadership? Given the circumstances, it is obvious that a passive administrator would not be helpful.

But neither would an aggressive administrator be helpful. The administrator must strike a sensitive balance between doing the council's bidding and feeding it useful ideas which lead it in appropriate directions. When ideas and directions are offered, the administrators must be careful that sufficient detail is provided and sufficient time is allowed to permit council members to understand them and to assess their relevance to the general intent of the program. Without this kind of considered examination of suggestions, the council would lose its distinctive nature and would become, rather, a device for the administrators to implement their own agendas.

It is apparent that all the site administrators understand and accept this distinction. Neither are they passive nor overly aggressive. Each is effectively facilitating the collaborative processes within the council.

4. Soliciting Membership:

Some of the demonstration sites experienced early difficulty in interesting local community leaders in joining the council. Explanations for this initial hesitancy are varied but include: the already heavy commitment of these individuals, past involvement with other "committees" which have achieved little, the proliferation of federally supported programs, and the abstractness of the concept.

Regarding the latter point, project resource documents are replete with inspirational terms which are difficult to interpret into action. The words have nearly a liturgical effect. Terms and phrases like "collaboration", "ferrying people and ideas across the gap", "yeasting of community", and "coalescence of constituencies" while raising the best feelings of people are difficult to apply. They provide an ambience without a plan, the "what" without guidelines on the "how". General guidance is offered in some resource

papers, but it is unreasonable to expect that new staff would have sufficiently absorbed the materials in the early stages to be able to address the sharp, practical questions which were asked of them in their first discussions with local leaders. Nor is it consistent with the intent of the program that they would be ready to offer precise definitions or a complete plan of action during these interviews. The plan was to come from the councils themselves, once they were formed. And the interpretations of the concepts were also to be formed by the established councils. They were to be translated to match local characteristics.

So the initial task became to convince these leaders to put aside their reservations concerning the generality of the program outline and to encourage them to respond instead to its humane intent. The number, status, and diversity of local leaders who joined the council are testimony both to the high intention of these individuals and to the effectiveness of local council staff.

One special note needs to be made. At one of the sites, a five member discussion group was formed to review the project application and to suggest implementation strategies. These members were to form the nucleus of the council. One of these persons questioned the need and value of the program, suggested that it was duplicative, and, further, that if it was to exist at all it should be attached to some credible state or local government office. His vocalness and the firmness with which he grasped his positions, threatened the program. The threat was eliminated through the effective action of the project administrator. In addition to soliciting the support of the other committee members as well as important community officials, she offered to survey all significant agencies and organizations in the area to determine whether

they thought there was a need for a new, autonomous group with an agenda like the one suggested in the program documents. The survey was conducted by the project administrator through personal interviews. The results showed a unanimous endorsement of the council idea and lead to the involvement of some of the surveyed officials as members of the council. The combination of survey results, further personal discussions about the concept between the administrator and the committee member, and the influence of other committee members converted this person's skepticism to optimism. He is now one of the leaders of the council.

B. Staff

1. Roles:

Under the provisions of this program, staff are placed in a tenuous position. They are accountable to a number of organizations; they are responsible for fulfilling the obligations made by the college in the program subcontract; and they must demonstrate in their own behavior the organizational principles which they are encouraging the council to develop. The demands of these duties have not always pulled in the same direction nor have they been constant throughout the first period.

The staff's relationship with the council is an example of a function which changed as the program progressed. In the formative stage, the staff needed to assert its leadership in convincing relevant local officials to join the council, in organizing and chairing the initial meetings, and in preparing presentations and materials for the council to clarify the group's purposes and directions. As the council began to perform as a group, the staff was required to withdraw from its initial leadership role and assume

a council support function. Thus, the staff role moved from one which was essentially directive in the beginning to one which is supportive.

This role shift was complicated by a number of factors. In much the same way that the council needs to verify the results of its efforts, the project staff has needed to press ahead with activities in order to meet subcontract obligations. As has been indicated above, developing a collaborative process among diverse individuals from sometimes adversary organizations is extremely difficult, if it is possible at all in its pure form. It is an exceedingly slow process which cannot be forced. It requires that information be shared with each member, that each member take part in all significant decisions, that the special expertise of individuals be invited in all relevant areas, that consensus be reached when council goals/objectives/activities are adopted, and that these goals/objectives/activities emanate essentially from the council itself.

The process required in applying for subcontract monies was counter-active to accepting this pace comfortably. Part of the application procedure requested a delineation of those tasks which would be undertaken during the first project period. A timeline for completion of these tasks was also required. The quality of the application was judged partly on the basis of these plans. All of the demonstration colleges overestimated the amount of work they could perform during the contract period; all of them underestimated the time necessary to take even the initial steps toward establishing collaboration; most of them did not anticipate the irksome interferences which seemed to reduce their efficiency. (These interferences included affirmative action hiring procedures, busy schedules of individuals who should participate on these councils, summer vacations, local and state procurement and subcontracting policies, and difficulties in identifying and hiring consultants.)

Furthermore, in addition to their accountability to the councils and to the colleges, they were required to respond to AACJC and DOL. The pressure was increased with the employment of third party evaluators who were to provide formative analyses on the projects and to prepare summative assessments of the councils' achievement. These analyses were to be made in part on the statements made in the applications.

In some cases the result of these several forces encouraged the local administrators to direct the councils more than was necessary, to offer them insufficient time to review and react to project papers, to push them toward decisions before they were ready, and to accept responsibilities from the council inconsistent with their rightful roles. In effect, on occasions the councils became cooperating bodies rather than collaborative ones. They were doing the local administrators' bidding rather than their own.

This transposition of roles was more evident in the earlier stages of the program than later. Once the councils elected their own chairpersons, administrators became less directive, although the tendency to push ahead remains. It has been one of the important functions of the AACJC office to discourage local administrators from "taking charge" and to assume the role of resource and idea people as well as staff functionaries for the councils.

2. College Relationships:

The special nature of this project produced some difficulties within the college structure. These difficulties fall into three broad categories: business office operations, procurement procedures, and faculty response.

Some of the demonstration colleges had had very little or no experience with federal contract management. As a result the completion of monthly reimbursement forms required in the subcontracts put unfamiliar demands on

these offices. The resulting uncertainties at some of the colleges were worked out early in the program, but others have not yet established a system by which expense receipts and total monthly expenditures can be calculated within the monthly frame. These delays cause AACJC no problems, but some of the colleges, those which operate on very tight budgets, find it difficult to carry the program with its own funds for more than a few months. Part of the colleges' nervousness created by this latter condition was allayed when they discovered that the AACJC turn-around time for forwarding reimbursement checks averaged approximately eight working days. Some little concern still exists, however.

The sometimes cumbersome and multi-level procurement procedure existing at some of the colleges frustrated local project administrators. Requests for supplies, travel authority, and reimbursement (for council luncheons and other project-related charges which were placed on the administrators' personal accounts) had to be approved at more than one level, thus delaying activities and burdening the administrators. The dynamics of the program require that approval for these kinds of procurement be timely, for in some cases it is impossible to plan so far in advance that approval delays can be taken into account. The principle cause of these problems appears to be the omission on the part of local administrators in clarifying the approval system in the early program stages and to inform the various offices of the importance of expediting requests as they are submitted. These problems generally existed early in the program experience; few such problems are apparent now.

Federally supported programs like this one enjoy a special life in local colleges. Unlike most faculty and a good number of the executive staff, project administrators usually have easy access to the college

president (one of the subcontract requirements was that the program administrator have direct access to the president or to another college official with direct access to the president), control their own budgets, travel freely in the state (another requirement of the program), and attend national conferences and project staff training sessions in various parts of the country. They have none of the usual responsibilities associated with college employment. These conditions have produced concern at some of the demonstration sites, if not jealousy, on the part of other college people. When cooperation from the faculty was sought, at least in one instance, there was some reluctance to assist the project administrator. Part of this difficulty was created by a poor communication system within the college and by the procedures used to prepare the initial application. The very brief response time demanded by the AACJC Request for Proposal made it impossible to involve the number of relevant faculty and college administrators who had a legitimate interest in this kind of effort. To reduce this tendency toward uncooperativeness, the project administrators have made special efforts to inform faculty and administrative staff about the program and to share with them program details. No recent reports from the sites have raised this issue, suggesting that the earlier problems have been resolved. It is important to note also that other sites have reported immediate cooperation from college persons when it was requested.

3. Qualifications:

It is aphoristic to suggest that programs of this kind succeed or fail on the quality of the local administrator. Short term, "soft money" programs like this one are often not attractive to individuals who might be most qualified through experience and training to administer them. Program impermanence and uncertainty discourage such applicants. In addition to this natural handi-

cap, the program prime contract restricted the salary level of the local administrators to a maximum of \$1,500 per month or \$18,000 per year, a salary which is below the average paid to both faculty and administrative staff. For example, the approximate yearly salary for faculty employed by public, two-year colleges is \$20,500 (based on the normal 9-month contract calculated over an additional three months); the approximate yearly salary for college administrators (holding roughly equivalent responsibilities to the program administrator) is \$24,000.

Responses to the position announcements were heavy. Many of the applicants were not qualified and some of those who did qualify did not have the complete galaxy of substantial organizational, management, and public relations experiences which were demanded by the program. Some of the local administrators hired by the colleges fell in this latter category. This fact caused some concern in the AACJC office initially, but little could be done about it. The responsibility for hiring local administrators was left totally to the colleges' discretion.

The staff selections resulted in a corps of administrators who are young (below 30 years old), three are women and three are men, most had had little experience in organizing and facilitating significant community groups, most had had limited experience in working with a variety of institutions, and few had had experience in controlling a budget.

This is what they did not have. What they did have was a firm interest and commitment to the project concepts, a belief in its potential, a willingness to take direction while at the same time pursuing their own thoughts, a high level of energy, and an intellectual quickness. These are all qualities which do not appear in vitas, but they account in large measure for the superior job which each of them has done.

This is not to suggest that more professionally experienced individuals might not have performed as well. It is rather to suggest that the limitation on administrators' salary was not the problem it was originally viewed as, but rather it was an asset in the sense that it provided an opportunity for younger, developing professionals to accept the positions.

Generalizations regarding the qualities which contribute to excellent performance in programs of this kind are always dangerous because they tend to emphasize only a few of the important factors which affect achievement. However, the performance of the program administrators has been so uniformly excellent that it is worth the risk to mention these characteristics here.

4. Intra-Program Competition:

The differential development of the councils was a source of some concern to several of the local project administrators. Each of the administrators was kept fully informed of the work conducted at the other sites through almost weekly conversations with the AACJC office and the sharing of monthly site and national office reports. While these communications provided a reservoir of program ideas for each of the sites, they also indicated in a very clear fashion that some of the sites were "doing more" than others, that full councils had been formed at some locations while others had just begun to discuss the possibility with local leaders, that some of the administrators were more experienced in these sorts of activities and more familiar with central issues than were others, and that council organizational matters were more in hand at some sites than they were at others. On the negative side, these differences tended to discourage those administrators who were apparently behind. (It is unclear what it did for those who

were in the "advanced" group.) Some of the "behind" administrators expressed their unhappiness with themselves and their progress; others were more reticent.

The issue was raised in both of the staff development meetings held during the first period. It provided an opportunity to address the problem directly and to further explicate the intent and meaning of the concept. On each occasion the national director attempted to convince the administrators that no one was ahead or behind. One of the central assumptions of the program is that the nature of local problems can best be defined by local citizens and that locally relevant solutions can best be devised by these citizens. The stress is on the idiosyncrasy of each community and the familiarity of local leaders with those idiosyncracies. Development, progress, and achievement are all relevant concepts. Competition among the sites is not only burdensome but antithetical to the program philosophy. The gauge for judging progress and achievement should, therefore, not come from another site but rather from the community itself. Thus, if the administrator can respond affirmatively to questions like: Am I doing what is appropriate for this community? Am I progressing as well as it is possible here? Is the council development consistent with program concept?, then the program can fairly be viewed as progressing and achieving its purposes.

This explanation was helpful, but it did not fully satisfy all of those administrators who viewed themselves as belonging to the "behind" group. They now appear to be more comfortable with their relative development (the issue has not been raised in the last few months), but competition may be too well ingrained in our culture to expect more than an uneasy acceptance of the situation. There has been no evidence that these feelings have handicapped any of

the programs nor the performance of any of the administrators.

5. Isolation:

The uniqueness of this program, the dispersal of the demonstration sites, the special position of the program within the college and within the communities, and the speculativeness of the concept, all contributed to the production of a sense of isolation in some of the local administrators. To be set loose to organize, shape and lead a significant program like this one was exhilarating; to be totally responsible for the application of a national program was a little frightening. Two conditions magnified this range of feeling. As has been noted, most of the site administrators had not had similar responsibilities in their earlier professional lives. Secondly, the national program office primarily responsible for providing encouragement, support, and direction for the sites was geographically distant from some of the sites. Site visits made by the national director and representatives from the Department of Labor, staff development sessions, and attendance at regional conferences succeeded in reducing the degree of isolation felt by some of the administrators, but together they were not able to completely eliminate it.

This sense was especially strong in the early part of the program. At a time when the program was most general, when it was uncertain how the community would react to the concept, when the staff was attempting to clarify its position within the college and with other national program people, the sense was strongest. With the increasing clarity which has come as a result of time and the growing confidence of the administrators, this sense has weakened, but it has not disappeared.

National office efforts to encourage strong linkages among the projects have not been highly successful. Each administrator has been asked to use the other administrators as resources, to call and write to each other, and to visit each other. Little of this exchange has occurred. Yet, personal relationships among the administrators appear to be very good. Little communication between the AACJC sites and other national consortium sites (NMI and NAB) has taken place.

No attempt to explain this lack of exchange is made here. The issue is raised only to indicate such free interchange among local administrators is important as a means of sharing information, offering encouragement, communicating problems and solutions and building a sense of the program's national significance.

6. Shifts and Other Difficulties:

Initial delays in hiring staff demanded by affirmative action procedures required at the colleges prevented the program from beginning in full force until the second project month--March, 1977. Since that time, staff changes of various sorts have occurred at four sites.

At one site the initial project officer had to relinquish her position for personal reasons. She assumed a parttime function with the project and assisted in briefing and orienting the new administrator. The role shift caused no difficulties. Her involvement in "breaking in" the new administrator was partly responsible for the smooth transition. Little time was lost and no observable delays in council activities appeared to result.

At a second site, the first appointed administrator was frustrated by the guarded response of local leaders to his initial requests for participation

on the council and uncomfortable with the public exposure which the project demanded. He resigned after approximately six weeks. Three to four weeks passed before another person was hired for the position. These factors in addition to others relating to the special nature of the community delayed the project in the early months. At this time a great deal of activity is occurring and the program is nearly on schedule.

At a third site, personal difficulties experienced by the administrator in the last two months have threatened to reduce his management effectiveness. The capable assistant program administrator has maintained the flow of the project as the administrator has been attempting to work out his difficulties.

At a fourth site, one that was partially funded and has since been closed out, the original administrator left the project after only a few weeks. Several weeks passed before an acting administrator was appointed. This person was a member of the college's adjunct faculty. In spite of some serious communication problems between the acting administrator and the college official overseeing the project as well as misunderstandings among various offices within and associated with the college, some important first steps were taken in the last two months of the funding period.

Like most of the elements of this program, the staff history has been dynamic. In spite of the staff changes at more than half of the sites, work has progressed well at each of them. The commitment and energy of new staff, the support of college officials, and the involvement of community leaders in the council in large measure account for the negligible effect of these changes, changes which could very well have seriously interfered with the programs.

C. Financing

1. Possible Complications:

It is relatively easy to describe the autonomous administrative character which was sought for the councils, but considerably more difficult to achieve. To achieve administrative autonomy without fiscal independence is difficult. At this point the councils rely almost exclusively on subcontract funds to do their work. In a period which is essentially organizational, in which few programs are in place, the financing question is not especially significant. But, in a second year, when council programs will be conducted, the question becomes more important. Since the college is responsible for the expenditure of project funds, how that money is expended is of primary importance to it. It is conceivable that a council approved program(s) may be legitimately unacceptable to the college, considering its own mandate and community accountability, thus forcing it to reject funding support of that program(s). In such a situation (as unlikely as it is) the ultimate relationship between the council and the sponsoring college becomes evident. The program rhetoric (equal status, equal influence of members) would clearly be exposed as a sham. The qualities of good will, common purpose, and compromise, which should characterize these councils, reduce the possibility of such an occurrence, yet the potential exists. Although never fully developed as it has been framed above, the question, "Who is really in charge?" has been suggested on a number of occasions during the first project period.

The funding approach taken during this period and that proposed for a second year makes excellent sense, and it has worked very well. But the issue of fiscal autonomy must be addressed immediately in anticipation of

the end of federal funding. The local councils should be independent of any single group influence and flexible enough to respond to important community problems within its agenda's sphere. State and local funding sources have the same capacity of short-circuiting programs as does the present arrangement. To anticipate these potential handicaps, councils should be fully aware of whatever restrictions or potential barriers to action these funding sources may entail.

To facilitate post-federal funding, one of the demonstration colleges has incorporated into a non-profit organization. Others are moving in this direction. It is an approach which will make these councils more eligible to receive a variety of funding, but it will not necessarily relieve them from the sort of potential conflict of purposes which the present system involves.

This situation highlights the importance of establishing and nurturing the processes of collaboration within the councils. With an atmosphere and an approach which permits the free, open, and multilateral exchange of opinion and which holds the community good as its highest level of concern, the possibility is heightened to adjust programs and directions in such a way acceptable to all parties. This collaborative atmosphere makes it more possible for the council to work within whatever restrictions various funding sources may attach to the award of monies.

2. One Year Funding:

The first year program focus fell on two tasks: forming local councils and helping these councils prepare goals/objectives/ activities for a succeeding period. This approach assumed second year funding even though

the prime contract and thus the subcontracts stated that one year funding was available. Funds for a second year would have to be approved after the achievements of the first period were reviewed by the Department of Labor. Early in the project period the heavy work load at the sites overshadowed the concern for second year funding, but as the councils were shaped and as activity plans were formulated, the concern became significant. As the first period termination date approached and with the advent of the new youth legislation, the reorganization of the Education-Work Initiatives Office, and the appointment of new personnel at the Department of Labor responsible for these programs, the issue became critical. Each of these factors called into question the commitment of the Department of Labor to the program. Although these uncertainties did not reduce activities at the sites, they did affect the morale of the local staff and threatened both the personal credibility of the program officers and the reputation of the sponsoring colleges. It made little sense to project officers and to council members that the federal government should fund the organizational phase of the program and not the initial operational sequence. It further tended to confirm the cynical view which many local citizens hold about the federal government: that it is capricious.

Again, one of the central assumptions which underpin this program is that local communities can best identify their own problems, develop mechanisms for solving them and release the resources necessary for solutions. For the federal government to discontinue program funding after the first phase would be to suggest that it rejected this assumption even before the local communities had an opportunity to test it. Were this to have happened, there would be no winners. Even the threat that second year funding might not be

available tainted the program somewhat. Thus, in order for local communities to be assured some measure of confidence that they will be permitted to test an idea to which they have committed themselves, that the federal government be seen as honestly interested in testing the stated assumption, and that local officials and institutions responsible for the initiation of such programs do not have their integrity called into question, it is important that programs like this one, which include a one year development phase, be funded initially for the full two years, rather than one year with the possibility of second year support.

It is important further that local second year budgets contain some council activity monies. It was not the intention of the government to support direct service enterprises judged important by local councils. Federal monies were offered to support staff to help generate these councils and to assist them in finding their own local fundings systems to carry them beyond the federal funding period. This approach is consistent with the council concept. However, for a new community organization to establish a reputation as a vital resource, it has to develop a record of achievement. It is not enough to meet periodically, prepare action agendas, and disseminate various public relations documents. High exposure activities aimed at relevant project audiences must be conducted to establish council legitimacy. Before this legitimacy is achieved, few organizations would be willing to share their finances to support the council. Even those major organizations represented on the councils might resist this sort of support because the councils are unknowns. It is crucial for the government to permit budget expenditures in local programs for conferences, forums, and workshops on issues appropriate to council interests and local needs. Expert organization and delivery of

these kinds of efforts will help to convince the communities (with special emphasis on those organizations which might very well contribute to the financial support of the councils after the federal funding period) of the serious purpose of these councils, their capacity to deliver effective programs, and their potential in helping various organizations achieve their own objectives.

D. Service Areas:

Local community colleges are responsible for serving the postsecondary needs of an identified geographical area. Usually these areas are partitioned by the state education agency in the interest of assuring that all segments of the state are covered by the community college system. Some of these colleges encompass huge areas, including a number of counties whose demographics are so distinct that uniform program offerings are impossible. For example, one program site serves a 10,000 square mile, fifteen county area. A major metropolitan district is located in one of these counties. The metropolitan population is 185,400 (more than 50% of the total service area population); its square mileage is 845 square miles (approximately 8% of the total service area square mileage). It is the government and education center of the state. These details are in sharp contrast to those which describe the other counties which are essentially rural/agricultural.

In awarding subcontracts to the colleges, it was assumed that the program would involve the total service area of the college. It took only a short time to realize that unless special arrangements were devised total coverage of these areas would be impractical. Some of the problems with this arrangement were as follows:

1. a single council could not be responsive to the diverse needs of each of the counties;
2. council members from the urban centers would dominate the council;

3. distances between council meeting places and outlying counties would discourage attendance from these areas;
4. staff could not cover the entire territory through personal interview and solicitation.

To address these problems a series of approaches was taken. At one site subcouncils were established in each of the counties. Periodic meetings of these subcouncils are held for the purpose of identifying and resolving youth transition problems peculiar to the region. Chairpersons of these subcouncils sit on the full council, a composite group of individuals which represents all geographical areas within the college's jurisdiction. The project administrator and/or the assistant administrator attend all subcouncil meetings and staff the work of these bodies. At least one other essentially rural demonstration site is planning to employ this arrangement in the second project period.

At another site the staff and council have decided to concentrate in the first period on the metropolitan area within the college's district. During the second funding period, with the addition of an assistant administrator, they plan to organize two or more of the outlying counties into council areas, thereby establishing approximately five subcouncils. As in the case noted above, a general council made up of members of each subcouncil will be formed to address common problems and to share resources.

At still another location, this issue took a different form. The college's service area is essentially rural/residential. It lies between two major cities. These two cities are in different states. Most of the residents of the college district work in one of these two metropolitan

locations. To establish a community education-work council in the college's service area while ignoring the cities outside of it which employ most of the residents would make little sense. Thus, this council has expanded beyond the college's territory and, in fact, into the contiguous state.

This expansion has created a number of unique problems which the council is attempting to resolve. One of the most serious of the problems is the restrictions of state law which do not permit the expenditure of state monies for non-state residents. Therefore, for example, CETA monies from one state cannot be used to support council initiated programs designed to serve individuals from both states. One of the methods this council is considering to help eliminate this problem is to establish an office in the second state, thus making it eligible to receive funds from that state. Whenever possible similar programs will be conducted through the council in each state and will be coordinated through the council. This approach appears at this time to be somewhat cumbersome, but the economic interdependence of the region demands that such an attempt be made. The support of high level state officials in each of these states for regional problem-solving has encouraged the council to take this avenue.

A second serious problem with this approach centers about the issue of turfdom. A council-like organization already exists in the second state. It serves the general area into which the AACJC council hopes to expand. All reports suggest that this organization has been generally inactive during the last several months although the administrative officer maintains it is a vital body. Several members of this group also serve on the AACJC council, one of whom sits on the council steering committee and is highly supportive of

the council's work and direction. To this point all efforts (and they have been reasonable and substantial) to affect a collaborative relationship with this second organization have been unsuccessful. The executive director has suggested that the AACJC council should remain on its side of the state border and, further, that current council members from the second state should not be participating in an out-of-state group. This executive has cast the situation in battleground metaphors. The AACJC council staff has handled the problem exceedingly well and, in spite of the negative responses to reasonable and specific offers of collaboration, it continues to seek a relationship with this second organization.

The wisdom of the council concept and the Department of Labor's role in sponsoring this program are no more clearly expressed than through these details. No single organizational pattern is applicable to all of these demonstration sites. The demographics are different, the problems are distinct, and the personalities are various. More than any other single element in this program, the flexibility afforded these councils to address local conditions has accounted for the variety in the models, for the important achievements they have realized in the first program months, and for their great potential in the immediate and long-term future.

E. College Role:

The AACJC office strongly emphasized to the college officials during the first site visit that the college was not to assume automatic leadership of the councils. The leadership was to emerge from the council itself through an election or appointment system. It was explained that in spite of the funding pattern the council was to be viewed as a community enterprise not a special college program.

The point was apparently made too forcefully. At some of the sites during the initial council organizational meetings, there were occasions when college officials did not attend and when they did they were reticent to the extreme. When questioned about their reasons for not attending or not speaking when they were present, the response was that they wanted to ensure that the membership understood their role was to facilitate the development of the council not to shape it. Were this behavior to have continued, other council members might have read it as disinterest on the part of the college, thus running the risk of dampening the commitment of the other members. Their reasoning might very well have followed this line: "If the college which is responsible for having won the contract is not interested in this project, why should we waste our time on it?"

Follow-up conversations with college officials who took this tact (in the interest of the program and in line with the national office's direction, they thought) helped to clarify their role. Subsequent meetings of these councils have reflected this new understanding. At this point, college officials are active members of each local council. With the exception of one council in which the college president is the elected co-chairperson (with a business executive), none of the college officials has assumed council directorships. Council chairpersons include businessmen, government officials, independent professional persons, and retired public administrators.

F. The Federal Role:

One of the important purposes of this project has been to discover the appropriate role for the federal government in stimulating local action to address nationally significant problems. It is obvious that its first function

is to provide funds to communities to make council organization possible, but not so much money that local contributions would be unnecessary; and to provide this money only for a period of time (two years in this case) adequate to permit the councils to establish their identities and to generate local, regional, and national funding resources of their own. The Department of Labor has performed this function well.

Once the funding role has been assumed, the question remains about what more the federal government can do for these communities. What it can do is to provide support to both the local communities and to the national sponsoring organizations in the following ways:

- a. Provision of technical assistance. The substantial knowledge and experience of federal employees in program specific areas (occupational information systems, work-experience programs, and the like) can be shared with local programs through materials or personal visits. When expertise is not available within the government, it could act as a clearinghouse so that local programs may tap other expert resources when there is a need; it could also assume some of the costs of such assistance.
- b. Communication of the federal government's perspective on council-related issues as a touchstone for local programs which are always interested to see how their individual efforts mesh with general national direction.
- c. Use of the developing talent in local programs as providers of technical aid for contiguous areas interested in creating similar efforts.

- d. Intercede with state Departments of Labor to inspire them to become involved with these councils.
- e. Endorse ways by which local councils can assist CETA prime sponsors and balance of state offices in achieving their own objectives so that they become more locally responsive.
- f. Publicize the work and achievements of these councils in its nationally distributed publications.
- g. Provide its personal support and encouragement to the councils in their early development stages while they are attempting to legitimize themselves in their own areas.

Some of these functions may be (and have been through the national sponsoring organizations) performed by non-government groups through contracts. But federal contracts are short term, while the intention and hope is that these programs will enjoy long histories. These services, therefore, must emanate eventually from the government. If they are cut off when federal support terminates, the risk is that the federal effort will be seen as another passing fad. The need for direct federal assistance in these ways will diminish as the councils gain self-sufficiency, but it will not evaporate.

The value of direct federal assistance and encouragement has been demonstrated repeatedly in the AACJC program. DOL program officers have accompanied the AACJC director on nearly all of his site visits and they have expertly represented the Department of Labor in presentations before each of the local councils. They have been encouraging to staff and to councils; they have clarified the strong interest of the federal government in the program; they have provided technical assistance through materials, suggestions

generated from their own considerable experience in similar community programs, and references to other experienced persons; and they have helped project staff understand more sharply the "whats" and "hows" of the project. They have not been directive nor intrusive. In a very real sense, they have demonstrated the collaborative spirit which is at the center of this program. They have been distinct assets. It is this kind of aid which is most appreciated and needed by local programs. Local council staff have written that both they and members of their councils have been pleased by the "non-federal" demeanor of the DOL program officers who have visited them.

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2. REQUEST FOR PROPOSAL

REQUEST FOR PROPOSALPROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

You are invited to submit a proposal for the creation of a Community Education-Work Council for the area which your college serves. This council will develop and facilitate cooperative endeavors among broad community elements for the purpose of enhancing the relationship between work and education.

Members of this council shall include leaders from community business, labor, and government units as well as students and parents, representatives of the general public, and elementary through postsecondary educational institutions. The work of the council will concentrate on: counselor-advisor services, occupational information systems, work placement and followup programs, work-experience opportunities, and educational arrangements which interrelate general and vocational studies at various educational levels.

The program concept is based on The Boundless Resource by Willard Wirtz and the National Manpower Institute (The New Republic Book Company, Washington, D. C., 1975). Applicants should familiarize themselves with this text before preparing a proposal.

Five demonstration colleges will be selected for this program. At least two of these five colleges will be located in non-urban communities. Initial funding will be for the period February 15 through October 14, 1977. Communities served by applicant colleges should not now have Education-Work Councils.

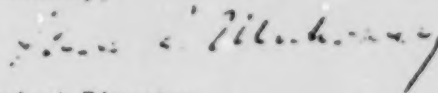
To be considered for this program, your proposal should contain a full response to the "Subcontract Statement of Work" presented in the following material. An original and four (4) copies of your proposal must be received by AACJC no later than the close of business on January 31, 1977. All proposals should be mailed to:

AACJC
Program to Create Community Education-Work Councils
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036

Expenses incurred by your college in developing this application shall not be paid by the Association nor the U. S. Government.

If these materials generate questions for you, we would be happy to respond to them.

Sincerely,



Project Director

Enclosures:

1. Request for Proposal
2. Proposal cover sheet

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(157)
American Association of Community and Junior Colleges



P R O P O S A L C O V E R S H E E T

PROJECT TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Name of Institution: _____

Address: _____

City _____ State _____ Zip Code _____

Telephone: _____

Name and position of contact person: _____

Telephone of contact person: _____

Current populations:

Population of area served by the college: _____

College student population: Parttime _____ Fulltime _____

What is the square mileage of the college's service area? _____

Are the following documents attached?

President's support letter YES _____ NO _____

Endorsement letters from community leaders YES _____ NO _____

Itemized budget with narrative YES _____ NO _____

Chronology of activities YES _____ NO _____

Date received at AACJC: _____

PROJECT DESCRIPTION

I. Introduction: Under contract Number 99-7-784-42-09 with the U. S. Department of Labor, Employment and Training Administration, the American Association of Community and Junior Colleges shall subcontract with five two-year institutions to create an Education-Work Council in each of the communities served by these colleges. None of the communities served by selected colleges shall have established Education-Work Councils or organizations which serve the same purposes. At least two of these colleges shall be located in non-urban communities. Demonstration college budgets for this program shall not exceed \$50,000 for the first project period (February 15 through October 14, 1977). Subcontracts shall be effective February 15, 1977.

II. AACJC Contract Goal: To demonstrate that community colleges can provide effective leadership in establishing collaborative relationships among community components, including government (municipal, county, and state), business, labor, the general public, and a range of educational institutions for the purpose of improving coordination between work and education in patterns described in The Boundless Resource.

III. AACJC Contract Objectives:

- A. To select as demonstration sites five two-year institutions serving communities which have no established mechanisms for work-education collaboration.

- B. To select at least two of these five demonstration colleges from non-urban locations.
- C. To achieve geographical distribution in this selection.
- D. To establish working Community Education-Work Councils reflective of the design offered in The Boundless Resource in each of these demonstration programs.
- E. To develop collaboration models which may be adopted by other two-year institutions.
- F. To evaluate the work of these Councils for the purpose of improving program operations during the course of the project and to determine the effectiveness of the collaborative processes in achieving program goals and objectives.
- G. To interrelate this project with similar programs being conducted by the other consortium members: National Manpower Institute (NMI) and National Alliance of Businessmen (NAB).
- H. To assist in the preparation and dissemination of a newsletter describing developments in the AACJC councils program, the NMI and NAB projects, and related activities conducted in community colleges not participating in consortium programs.
- I. To work closely with the Association's Service Center for Community College-Labor Union Cooperation and the AACJC Task Force on Rural Community Colleges.
- J. To develop a national advisory committee consisting of representatives from each demonstration college, NMI, NAB, and other relevant organizations; and to call this committee together twice in the first project year.

- K. To organize a national office at AACJC to assist demonstration colleges to design, implement, and develop local programs which respond to endemic characteristics.
- L. To organize and conduct two conferences for program administrators for the purpose of sharing experiences and developing strategies for improved performance.
- M. To organize and conduct an AACJC Convention forum for approximately 100 persons to discuss project activities and achievements and to encourage other colleges to initiate similar programs.
- N. To broadcast the work of the program through participation in national meetings held by relevant organizations and associations.

IV. Subcontract Statement of Work: In completing a project application, each applicant institution shall respond in detail to the tasks described below.

Activity A (weight - 2): Applicant shall provide relevant demographic data describing the college's service community. Focus for these data shall be placed on: economic base and trends, ethnic details, educational and socioeconomic levels, number and variety of educational institutions (elementary through postsecondary), labor force involvement in unions and local government organization.

Activity B (weight - 2): Applicant shall describe current community and college activities which address themselves to the intended purposes of Community Education-Work Councils. Institutions, agencies, and organizations collaborating in each of these activities shall be detailed. Included in this section, for example, shall be descriptions of relevant college curriculum advisory committees and their representation.

Activity C (weight - 3): Applicant shall describe the need for the establishment of a Community Education-Work Council in the college's service area.

Activity D (weight - 3): An operations plan shall be described. The plan shall provide for the establishment of a working council in the first project period. A chronology of activities shall be developed and attached. Current Department of Labor (DOL) funding will support demonstration programs for the period February 15 through October 14, 1977. Successful completion of the first project period will lead to a second year (October 15, 1977 through October 13, 1978) of DOL assistance. For this Activity, therefore, specific plans shall be described to cover the first project period. Tentative plans shall be offered to describe activities for the second year. Project operations shall begin on February 15, 1977.

Activity E (weight - 3): Staff

1. A fulltime program administrator shall be identified. The administrator shall have overall responsibility for project activities. The administrator shall report directly to the college president or to a college executive who reports directly to the president. If possible, the prospective administrator's vita shall be enclosed with the completed application. A complete job description for the administrator's position shall be included.
2. Support staff requirements shall be described.

Activity F (weight - 3): The college president shall prepare a program endorsement letter expressing a commitment to work closely

with the project administrator in organizing a working council and further indicating a commitment to actively enlist the cooperation of other community leaders. This endorsement letter shall state that the project administrator shall be available to assume fulltime responsibility within one month after the college has received notice of the subcontract award from AACJC (February 15, 1977).

Activity G (weight - 1): The applicant shall describe the college's commitment to the program in terms of the contributions it is willing to make to the effort. These contributions might involve, for example, personnel time and services, budget items beyond what is allowable in the contract, and space and supplies.

Activity H (weight - 2): The applicant shall include support letters written by administrators of agencies, organizations, and institutions which will logically be represented on the council; that is, letters shall be prepared by leaders in local businesses, labor unions, educational institutions, citizen groups, student organizations, and local, county and/or state government.

Activity I (weight - 3): An evaluation plan to assess program progress and achievement shall be described. This plan shall include activities relating to process evaluation (in-progress checks) and summative analysis. A specific plan shall be presented for the first project period; a more general plan shall be constructed for the second project period.

Activity J (weight - 3): The applicant shall agree to provide the AACJC project office with the following reports:

1. Monthly financial reports with proper documentation
2. Monthly progress reports to include activities of the past month, planned activities for the succeeding month, problems encountered, problems solved, recommendations and other pertinent details
3. A final report
4. Site evaluation reports as they are prepared

Activity K (weight - 1): The applicant shall describe anticipated problems created by the formation and operation of a local council.

Activity L (weight - 3): Applicant shall prepare an itemized budget for the first project period. Estimated budget requirements for the second project period shall also be prepared. The maximum contract amount for each demonstration site for each period shall be \$50,000. The budget shall be consistent with the program activities described in the proposal. The administrator's salary shall reflect the level at which local professional staff are paid for equivalent responsibilities, but shall not exceed \$1,500 per month. Applicants are encouraged to include a budget line for consultant services. Each line item must be accompanied by a brief narrative justifying expenditure requests. For example, if an amount is requested for travel, the frequency and purposes of the intended travel must be explained. AACJC shall reimburse colleges for allowable expenditures on a cost-reimbursement basis. (See attached DOL Provisions)

V. Selection Criteria: The American Association of Community and Junior Colleges shall select the participating institutions. In the selection process, DOL, Employment and Training Administration, shall be consulted and the guidance of other consortium members (NMI and NAB) shall be sought. Selection shall be based upon the quality of response offered to each of the "Subcontract Statement of Work" items identified in Section IV above. Each item in Section IV shall be graded on a scale of zero to six. Six shall indicate an excellent response, while zero points shall be attributed for missing responses and for irrelevant discussions. Each item shall be weighted from one to three: three shall identify essential tasks, two shall describe important functions, and one shall indicate helpful activities. The weighted value is recorded next to each activity statement listed above. Efforts shall be made to achieve geographical representation.

3. REQUEST FOR PROPOSAL NOTICE



N O T I C E O F A W A R D

PROJECT TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

The U. S. Department of Labor, Employment and Training Administration, has awarded the American Association of Community and Junior Colleges contract number 99-7-784-42-09 to demonstrate that community colleges can provide effective leadership in establishing and maintaining Community Education-Work Councils. The term "community college" includes public, private and technical two-year educational institutions.

The Association's program is part of a larger national effort to develop approximately twenty-five councils in as many communities. In the consortium with AACJC are the National Manpower Institute (NMI) and the National Alliance of Businessmen (NAB). While AACJC's effort places local community colleges in the leadership role, NAB field offices will provide direction for its demonstration programs, and NMI projects will be centered in a variety of community organizations. It is possible that some NMI supported councils will be initiated by community colleges. AACJC programs will be located in communities which do not now have Community Education-Work Councils. AACJC and NAB will sponsor five councils each, while NMI will sponsor fifteen councils.

The purposes of Community Education-Work Councils is described in The Boundless Resource by Willard Wirtz and the National Manpower Institute (The New Republic Book Company, Washington, D.C., 1975). In general terms the councils are designed to bring the worlds of work and education into more

compatible and productive arrangements. More specifically, the work of these councils will include the following activities:

- Complement existing counselor-advisor services
- Develop a comprehensive local occupational information system
- Expand community placement and followup services
- Improve education-work experience opportunities
- Support programs which interrelate general and vocational education
- Facilitate the consolidation of existing community services and create new efforts when they are needed.

Demonstration colleges will be selected through a competitive application process. None of the demonstration colleges will be in communities which already have established partnership arrangements like those described in The Boundless Resource and at least two of them will be in non-urban communities.

Proposal forms may be obtained by writing to:

AACJC
Program to Create Community Education-Work Councils
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036

Telephone requests will also be honored. The AACJC number is:

(202) 293-7050.

The submission deadline for complete applications is January 31, 1977.

4. REQUEST FOR PROPOSAL GRADING DEVICE

Note: To be attached to each
application as it arrives.

Number _____

Date Arrived _____

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Proposal Evaluation Cover Sheet

	Reader(s)	Affiliation	Date	Score Total(s)
1.				
2.				
3.				
4.				

Average: _____

Strengths: _____

Weaknesses: _____

Comments: _____

PROGRAM TO CREATE EDUCATION-WORK COUNCILS

Proposal Evaluation Sheets

Directions: Each of the twelve (12) activity statements (A through L) described in the RFP should be examined individually and scored. The score should be circled on the continuum provided below. This score should be multiplied by the weight value recorded for each item and the total should be placed in the far right column. For each activity key considerations are outlined. Scores for each response should be based on the quality of response to each of these keys. The last item under "Keys" leaves room for brief commentary to record special strengths or weaknesses not suggested in other items.

Activity A: Demographic Data

0 1 2 3 4 5 6

Keys:

1. Economic base and trends
2. Ethnic details
3. Educational and socioeconomic levels
4. Description of educational institutions which might participate in program
5. Involvement of work force in labor unions
6. Organization of local government
7. Other relevant data: _____

Weight	Score Total
2	

Activity B: Current Programs Related to Council's Intended Work

0 1 2 3 4 5 6

Keys:

1. Descriptions of such programs in detail
2. Identification of leadership agencies in programs
3. Identification of collaborators in these efforts
4. Other relevant details: _____

Activity C: Need for Program

0 1 2 3 4 5 6

Keys:

1. Logical connections between presentation of demographic data and the description of current programs
2. Apparent should be important gaps or weaknesses in current services, with an emphasis on the young, which a council could address
3. Consistent with The Boundless Resource
4. Expected outcomes identified
5. Other relevant discussion: _____

Weight	Score Total
2	
3	

Activity D: Operations Plan

0 1 2 3 4 5 6

Keys:

1. Plan should be consistent with the statement of need
2. Plan should call for operations to begin 2/15/77
3. Plan should call for establishment of a working council in the first year
4. Council composition should be detailed with a broadly representative group from agencies/organizations with a stake in education-work activities
5. A chronology of activities should be attached, including report dates (evaluation, AACJC, etc.) and other milestones; should be specific for the first project period and general for second year
6. Should highlight the important activities of the council
7. Should include clear and reasonable goals and objectives
8. Should reflect interests of The Boundless Resource
9. Other relevant details: _____

Weight	Score Total
3	

0 1 2 3 4 5 6

Keys:

1. Complete job description for administrator showing direct communications with president or person who reports directly to the president
2. Vita of prospective administrator enclosed
3. Administrator ready to assume work by the beginning of the second project month (3/1/77)
4. Job description for support staff
5. Other related matters:

Weight	Score Total
3	

Activity F: President's Commitment

0 1 2 3 4 5 6

Keys:

1. Strong letter from president attached indicating personal support and willingness to exert energies to draw in other community leaders
2. Statement that council administrator will be ready to assume responsibility by the beginning of the second project month (3/1/77)
3. Other related details: _____

Weight	Score Total
3	

Activity G: College Contributions

0 1 2 3 4 5 6

Keys:

1. Specific listing of contributions to be made by college
2. Assessment of the value of these items in terms of their significance to program operations
3. Assessment of value in terms of college's interest in maintaining the effort after the federal monies terminate
4. Nature of the contributions: soft matching or hard cash
5. Other related items: _____

Activity H: Other Support Letters

0 1 2 3 4 5 6

Keys:

1. Number of relevant agencies represented: labor, industry, education, parent and student groups, private associations, etc.
2. Administrative level of those signing letters
3. Significance in terms of the community characterizations offered in other parts of the application; i.e., the needs statements, etc.
4. Relative strength of the endorsements
5. Other important issues: _____

Weight	Score Tot
1	
2	

Activity I: Evaluation Plan

0 1 2 3 4 5 6

Keys:

1. Commitment to in-progress assessments through self-evaluation based on original plan and on chronology of activities statement, and to national office monitoring
2. Specificity of in-progress evaluation plan
3. Detail of the summative evaluation plan with emphasis on the contributions of the agencies participating, effectiveness of programs impact on youth, responsiveness to community needs, etc.
4. Clear statements about the use these evaluations will have for future year activities
5. Realistic expectations of what is possible in the evaluation process
6. Identification of who is to do the evaluation
7. Other related details: _____

Activity J: Reports

0 1 2 3 4 5 6

Keys:

1. Agreement to provide all four kinds of reports: evaluation, monthly, reimbursement, final
2. Other related details: _____

Weight	Score Total
3	
3	

Activity K: Anticipated Problems

0 1 2 3 4 5 6

Keys:

1. Specificity of anticipated problems
2. Relationship between these and the intended activities
3. Relationship between these and the statements of needs, community characteristics, and existing programs
4. Seriousness as they reflect on the possibilities of program success
5. Other related details: _____

Activity L: Budget

0 1 2 3 4 5 6

Keys:

1. Detailed budget for the first project period
2. General budget for second year
3. Budget within \$50,000 maximum
4. Consistent with program activities
5. Adequate justification for each item
6. Consistent with DOL regulations
7. Provides for administrator at no more than \$1,500 per month and for support staff
8. Provides for consultant services
9. Agrees to cost-reimbursement procedures
10. Other related details: _____

Weight	Score Total
1	
3	

5. REQUEST FOR PROPOSAL REQUEST RECORD

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(175)

No.	Date	Manner of Communication	Person and Position	College	How requested	Book
1	12-9	Sent RFP/12-22	Director of R. Gamble, Development	Genessee C.C. - New York	Phoned in for RFP	
2	12-15	Sent RFP/12-22	Director of L. Wiley, Placement	Cayuga C.C. - New York	" "	
3	12-6	Sent RFP/12-20	D. McLaughlin, President	Asnuntuck C.C. - Conn.	Wrote in	
4	12-17	Sent RFP/ 12-20	G. Ferrell, Provost	Northern Va. C.C. Annandale Campus - Va.	Phoned in	
5	12-17	Sent RFP/12-20	C. Dennard	Washington Tech Inst.-D.C.	" "	
6	12-17	Sent RFP/12-22	Dean of E. Silvey, Student Affairs	Wake Tech Inst. - N.C.	" "	
7	12-17	Sent RFP/12-22	Director of P. Tolonen, Development	Mt. Hood C.C. - Oregon	Requested by # 8	
8	12-17	Sent RFP/12-22	Jack Orcutt	Jr. & C.C. Inst. - D.C.	Phoned in	
9	12-20	Sent RFP/12-22	Larry Ewing	Va. Western C.C. - Va.	" "	
10	12-20	Sent RFP/12-22	Assistant Dean C. Johnson, for Instruction	Kansas City C.C. - Kansas	" "	
11	12-20	Sent RFP/12-22	Coordinator of S. Stone, Instruction Dev.	St. Louis C.C. Dist.-Mo.	" "	
12	12-20	Sent RFP/12-22	W. Messner, Dean	Keystone C.C. - Pa.	" "	
13	12-20	Sent RFP/12-22	R. Crockford, President	Dean Jr. College - Mass.	" "	
14	12-20	Sent RFP/12-22	Project Director R. DiCailo, Cooperative Ed.	Greenfield C.C. - Mass	" "	
15	12-20	Sent RFP/12-22	C. Breeland	S.W. Mississippi Jr.C.	" "	
16	12-20	Sent RFP/12-22	Director L. Recchiaa, Grants Dev.	Passaic C.C. - N. Jersey	" "	
17	12-20	Sent RFP/12-22	J. Marsh	N. Branch Univ. of N.M.	" "	
18	12-20	Sent RFP/ 12-22	H. Wilson, Dean	Harriman College - N.Y.	" "	
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PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(176)

No.	Date	Manner of Communication	Person and Position	College	How requested
19	12-21	Sent RFP/12/22	William Moncrief, Dean	Oxford - Georgia	Sent letter
20	12-21	Sent RFP/12/22	Lyle Robertson, V.P Instr.	Macomb C.C.C. - Mich	" "
21	12-21	Sent RFP/ 12/22	Judy Kuhlman, Dir Car. Ed.	State Fair C.C. - Missouri	" "
22	12-21	Sent RFP/12/22	Ass. Dir Daryl VanderWilt, of College	Somerset C.C. - Kentucky	" "
23	12-21	Sent RFP/12/22	Wayne Rudolf, Dir of Res.	Iowa W. C.C. - Iowa	Phoned in for RFP
24	12-21	Sent RFP/12/22	Marion Rice, Provost	Auburn Hills Campus Oakland C.C. - Mich.	" " "
25	12-21	Sent RFP/12/22	Richard Greenfield	New York C.C.C. - New York	" " "
26	12-21	Sent RFP/12/22	President	E. Miss. J.C. - Mississippi	" " "
27	12-21	Sent RFP/12/22	William Temte	W. Wisconsin T.I. - Wis	" " "
28	12-21	Sent RFP/12/22	William Ceely, Dir of Res.	Fla. Keys C.C. - Fla	" " "
29	12-21	Sent RFP/12/22	Philip Cocchiala	Tunxis C.C. - Conn.	" " "
30	12-21	Sent RFP/ 12/22	Paul Buckley, Dir Pgr. Dev	Bunker Hill C.C. - Mass.	" " "
31	12-21	Sent RFP/12/22	Katherine Kirk, Cord. Fed. Pems.	S. Oklahoma C.C.C. - Okla	" " "
32	12-21	Sent RFP/ 12/22	J.B. Whiteley, President	Houston C.C. - Texas	Wrote in
33	12-21	Sent RFP/12/22	Edison Jackson, V.P. Stud.	Essex C.C. - N.J.	" " "
34	12-21	Sent RFP/12/22	Karen Bock, Dev. Coord.	Tech. C. of Waseca-Minn	" " "
35	12-21	Sent RFP/ 12/22	Lesley Myles, Dir. Res. Dev.	Delta C.C. - Mich.	" " "
36	12-21	Sent RFP/ 12/22	Curt Auska, Ass. Dean Inst	Ohlone C. - Calif	" " "
37	12-21	Sent RFP/12/22	Steven Fisher, Ad. Asst to Pres	John Wood C.C. - Ill	" " "

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log
(177)

No.	Date	Manner of Communication	Person and Position	College	How requested
38	12-21	Sent RFP/ 12/22	Paul Peck	Galveston C.C. - Texas	Phoned in for RFP
39	12-21	Sent RFP/ 12/22	Bob Purvis	N.W. Comm C. - Alaska	" " "
40	12-21	Sent RFP/ 12/22	James Tarity	Lackawanna J.C. - Pa.	" " "
41	12-21	Sent RFP/ 12/22	Jim Moore	La. State Univ Eunice Campus - Louis	" " "
42	12-21	Sent RFP/ 12/22	Philip Phelon, Presid	Cumberland J.C. - N. J.	" " "
43	12-21	Sent RFP/ 12/22	Regional Wilson, Presid	Wayne C.C.C. - Mich	" " "
44	12-21	Sent RFP/ 12/22	J.D. Wilhoit, Dean of Occu	N.E. Oklahoma A&M-Okl	" " "
45	12-21	Sent RFP/ 12/22	Keith Stephens, Fed Pgms Coord.	Comm C. System - Kent	" " "
46	12-21	Sent RFP/ 12/22	Eugene Beck, Dir.Ed. Ser	Fond du Lac - Wis	" " "
47	12-21	Sent RFP/ 12/22	James Hennessy	Faducah C.C. - Kentucky	" " "
48	12-21	Sent RFP/ 12/22	Dick Alavati	Kalamazoo Valley - Mich	" " "
49	12-21	Sent RFP/ 12/22	Lee Thompson	Waubensee C.C. - Ill	" " "
50	12-22	Sent RFP/ 12/22	John Morrow-Dir Dev.	W. Rainey Harper - Ill	" " "
51	12-22	Sent RFP/ 12/22	Douglas Libby, President	Del. C.C.C. - Pa	" " "
52	12-22	Sent RFP/ 12/22	Dr. Tatsch, Exec Dir	Connecticut Bd. Trustees Tech Col.	" " " Sent 5 sets
53	12-22	Sent RFP/ 12/22	Ivan Kurtz	Owens Tech C. - Ohio	" " "
54	12-22	Sent RFP/ 12/22	Jack Ervin, Dir of Dev	S.E. Comm C. - N. C.	" " "
55	12-22	Sent RFP/ 12/22	Neil Christenson, Pres.	Anoka-Ramsey C.C.-Minn	" " "
56	12-22	Sent RFP/ 12/23	Jack Hudnall, President	Bristol C.C. - Mass	" " "

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(178)

No.	Date	Manner of Communication	Person and Position	College	How requested
57	12-22	Sent RFP/12/23	Clarence Robert	Meridian J.C. - Miss	Phoned in for RFP
58	12-22	Sent RFP/12/23	Frank Adams	Lakeland Col. - Ill	" " "
59	12-22	Sent RFP/12/23	Robert Sarvis	Edmonds C.C. - Washington	" " "
60	12-22	Sent RFP/12/23	Stephen Cragg, Dir GARD	Yakima Valley C. - Wash.	" " "
61	12-22	Sent RFP/12/23	Jon Gardner	Harrisburg A.C.C. - Pa	" " "
62	12-22	Sent RFP/12/23	Harriette Crump, Dir Ed. Dev	Hailifax C.C. - N. C.	Wrote in for RFP
63	12-22	Sent RFP/12/23	Donald Hagen, Dean	West Va. I.T. - West Va	Wrote in for RFP
64	12-22	Sent RFP/12/23	Michael McCaul, Ass/Pres	Paul Smiths C. - N.Y.	" " "
65	12-22	Sent RFP/12/23	S.L. Evans, President	Friendship J.C. - S. C.	" " "
66	12-22	Sent RFP/12/23	Robert Weyrick, Dean	Univ. Akron - Ohio	" " "
67	12-22	Sent RFP/12/23	V. P. for Roy Palmer, Admin Ser	Hocking T.C. - Ohio	" " "
68	12-22	Sent RFP/12/23	J. Rubio, Ass. Dean	C. of the Mainland-Tex	" " "
69	12-22	Sent RFP/12/23	George Robertson, Pres	Mohawk V.C.C. - N. Y.	" " "
70	12-22	Sent RFP/12/23	Betty Setz, Dir Res Ad.	Oakland C.C. - Michigan	" " "
71	12-22	Sent RFP/12/23	Charles Fisenhart, Pres	Adirondack C.C. - N. Y.	" " "
72	12-22	Sent RFP/12/23	Max Wingett, President	S. side Va. C.C. - Va.	" " "
73	12-22	Sent RFP/12/23	James Blanzky, V.P./ Instr.	Macomb C.C.C. - Michigan	" " "
74	12-22	Sent RFP/12/23	Karl Wagner, Dean	" " " " "	Phoned in for RFP
75	12-22	Sent RFP/12/23	Peter Blamerley, Pres	Broome C.C. - N. Y.	" " "

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(179)

No.	Date	Manner of Communication	Person and Position	College	How requested
76	12-28	Sent RFP/ 12-29	Melvin Tuschek, President	West Valley Col- Calif	Phoned in for RFP
77	12-28	Sent RFP/ 12-29	John Beghtol, Training Officer-Manpower	Iowa	" " " "
78	12-28	Sent RFP/ 12-29	Raymond Witte, Dean	Delgado - Louisiana	" " " "
79	12-28	Sent RFP/12-29	William Mott-Grant officer	La. State Univ- Louisiana	" " " "
80	12-28	Sent RFP/12-29	Oria Brinkmeier	Normandale C.C. - Minn.	" " " "
81	12-28	Sent RFP/12-29	Joyce Smitheran	Coast C.C. District-Calif	" " " " sent 4 copies
82	12-28	Sent RFP/12-29	Ronald Etzel-Grants Coord.	Westmoreland C.C.- Pa.	" " " "
83	12-28	Sent RFP/12-29	Lowell Cook-Ad.Ass Dev.	N. Iowa Area C.C.- Iowa	Wrote in for RFP
84	12-28	Sent RFP/12-29	JoElen Zgut, Dir Programs	C.C. of Denver - Col.	" " "
85	12-28	Sent RFP/12-29	Lloyd Thornhill, Career Ser Admin	C. of Pasadena - Calif	" " "
86	12-28	Sent RFP/12-29	Danette Gay, Asst. to Pres.	Claremore J.C. - Okla	" " "
87	12-29	Sent RFP/12-29	Rosevelt Colvin,	ALFE, Inc. - Indiana	" " "
88	12-29	Sent RFP/12-29	Jerry Sears, Coord.C.Ser.	Greenfield C.C.- Mass.	" " "
89	12-29	Sent RFP/12-29	Don Cavalier, Dir.Placement	Univ. Minn. T.C.- Minne	" " "
90	12-29	Sent RFP/12-29	Jack Foreman,Dir Tech Ed.	Brazosport C. - Texas	" " "
91	12-29	Sent RFP/12-29	Norton Millner,Dir Car Ser	Brookdale C.C. - N. J.	" " "
92	12-29	Sent RFP/12-29	Leonard Singer,DirExt. Afrs	Graham J.C. - Mass.	" " "
93	12-29	Sent RFP/12-29	Steve Wise,Dir Res. Dev.	Fla Jr. C at Jack-Fla	Phoned in for RFP
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PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(180)

No.	Date	Manner of Communication	Person and Position	College	How requested	Book
94	12-29	Sent RFP/12-29	James Lorion	Cuyahoga C.C. - Ohio	Phoned in for RFP	
95	12-29	Sent RFP/12-29	Larry Mitchell	Lockyear C.C. - Indiana	" " "	
96	12-29	Sent RFP/12-29	Dale Rorex, Dir Research	Shorter C.C. - Arkansas	" " "	
97	12-29	Sent RFP/12-29	William Connor	Northampton C.C. - Pa.	" " "	
98	12-29	Sent RFP/12-29	Michael Netti	Junesu-Douglas C.C. - Alaska	" " "	
99	12-28	Sent RFP/12-28	Patrich Lewis, President	Will. Rainey Harper-Ill	" " "	
100	12-28	Sent RFP/12-28	Christine Mohler	Bronx C.C. - New York	" " "	
101	12-28	Sent RFP/12-28	John Grede	City C. of Chicago- Ill	" " "	
102	12-28	Sent RFP/12-28	Charles Falk Dean of Adult Ed.	Will Rainey C. - Ill	" " "	
103	12-28	Sent RFP/12-28	Ms. Olson, Coor Ed & Comm	Rochester C.C. - Minn	" " "	
104	12-28	Sent RFP/12-28	Robert Rodriquez	Texas Southmost C.- Texas	" " "	
105	12-28	Sent RFP/12-28	Jack Fuller	Ariz Col of Tech - Ariz.	" " "	
106	12-28	Sent RFP/12-28	Margaret Atherton, Dir Coun.	Regional Counseling Cntr. Conn.	Wrote in for RFP	
107	12-28	Sent RFP/12-28	Bert Slafter, President	Western Wyoming C.- Wyo	" " "	
108	12-28	Sent RFP/12-29	James Grote, Dean Comm Ser	Colby C.C. - Kansas	" " "	
109	12-28	Sent RFP/ 12-29	Dean McNeilly, Dean	San Joaquin Delta C.-Calif	" " "	
110	12-28	Sent RFP/12-29	Jerry L. Jones, President	Parkersburg C.C. - W. Va.	" " "	
111	12-28	Sent RFP/12-29	Stan Alazzi, Dir Coop Ed.	N. Nevada C.C. - Nevada	" " "	
112	1948	Sent RFP/12-29	Paul R. Ohm, V.P. Stud. Affs	C.C. of Beaver - Pa.	" " "	

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(181)

No.	Date	Manner of Communication	Person and Position	College	How requested
113	12-28	Sent RFP/12-29	Frances Wetmore, Grantsman	Massasoit C.C. - Mass	Wrote in for RFP
114	12-28	Sent RFP/12-29	William Hasemeyer, Pres.	Mid-Plains T.C. - Neb.	" " "
115	12-28	Sent RFP/12-29	Richard Hudson, Ass. to Pres.	Westark C.C. - Ark.	" " "
116	12-28	Sent RFP/12-29	F.E. Mueller, Coord.	Milwaukee Area T.C. - Wis	" " "
117	12-28	Sent RFP/12-29	Dick Gritz, Dean Comm Ser.	Northeastern J.C. - Col	" " "
118	12-28	Sent RFP/12-29	Arnold Metz, Dean Voc Ed.	St. Clair C.C.C. - Mich	" " "
119	12-28	Sent RFP/12-29	Lloyd Stannard, President	Spokane C.C. - Washington	" " "
120	12-28	Sent RFP/12-29	Garry Church, Dean of Instr.	Neosho C.C. - Kansas	" " "
121	12-28	Sent RFP/12-29	Donald Makuen, Dean Std. Ser.	Lehigh C.C. - Pa.	" " "
122	12-28	Sent RFP/12-29	Leonard Zimny, Dir. Std. Ser.	Univ Wis. Cntr. - Wis	" " "
123	12-28	Sent RFP/12-29	Marm Harris, President	Metropolitan Tech - Neb	" " "
124	12-28	Sent RFP/12-29	Earl Norman, Dean for Stude	Green River C.C. - Wash	" " "
125	12-28	Sent RFP/12-29	James Butterworth, Dean	West Hills C.C. - Calif	" " "
126	12-28	Sent RFP/12-29	William Tastle, Grants Coord	Agr. & Tech C.C. - N. Y.	" " "
127	12-28	Sent RFP/12-29	Richard Engelson, Dir	Southwestern C.C. - Iowa	" " "
128	12-28	Sent RFP/12-29	Philip Day, Dir.	Univ. Of Maine - Maine	" " "
129	12-28	Sent RFP/12-29	G.B. Allan, Vice Pres.	Lamblon C.C. - Ontario	" " " (Canada)
130	12-28	Sent RFP/12-29	David Buettner, Dir	Southeast C.C. - Neb	" " "
131	12-28	Sent RFP/12-29	Merland Beyler, Dir.	Ind. Voc. Tech C. - Ind	" " "

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(182)

No.	Date	Manner of Communication	Person and Position	College	How requested
132	12-28	Sent RFP/12-29	Leon Engelbart, Dean	Northeast T.C.C. - Neb	Wrote in for RFP
133	12-28	Sent RFP/12-29	John Briscoe, Dean	Cape Cod C.C. - Mass	" "
134	12-28	Sent RFP/12-29	Richard Roder, Admin	Indianhead District-Wis	" "
135	12-28	Sent RFP/12-29	Samuel Stone	dist. St. Louis C.C. - Missouri	Phoned in for RFP
136	12-23	Sent RFP/12-29	Frd Heffner	Reading Area C.C. - Pa.	" "
137	12-23	Sent RFP/12-29	J.O. Ramsay, Dir Grants	Sumter Area T.C. - S. Carl.	" "
138	12-23	Sent RFP/12-29	Doug Anton, Dean Gen Studies	Trinidad C.C. - Col	" "
139	12-23	Sent RFP/12-29	Philip Carling, Dir P. A.	Brookdale C.C. - N.J.	" "
140	12-23	Sent RFP/12-29	Judy Sheridan, Pgrm Spec.	Camden C.C. - N. J.	" "
141	12-23	Sent RFP/12-29	Carl Nelson, Planning Dept	Phil Area Manpower - Pa. Planning Council	" "
142	12-23	Sent RFP/12-29	Bruce Bauer, President	Itasca C.C. - Minn	Wrote in for RFP
143	12-23	Sent RFP/12-29	Bert Phillips, Dir C.Ser	Willmar C.C. - Minn	" "
144	12-23	Sent RFP/12-29	James Chasteen, President	John Calhoun C.C. - Alab	" "
145	12-23	Sent RFP/12-29	John Fiege, President	Eastern Shore C.C. - Va.	" "
146	12-23	Sent RFP/12-29	Earl Jaeger, Dist Dir	Mid-State VTAE Dist.-Wis	" "
147	12-23	Sent RFP/12-29	Louis Williams, President	Paris Jr. C. - Texas	" "
148	12-23	Sent RFP/12-29	Donald Fleming, Dean	Marshalltown C.C. - Iowa	" "
149	12-23	Sent RFP/12-29	Robert Cox, President	Northeast C.C. - Neb	" "
150	12-23	Sent RFP/12-29	Leon Flancher, President	Worthington C.c. - Minn	" "

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(183)

No.	Date	Manner of Communication	Person and Position	College	How requested
151	12-23	Sent RFP/12-29	S. Davidson	Foothill C.C. Distr.-Calif	Phoned in for RFP
152	12-23	Sent RFP/12-29	John Gray, Dir Res Dev	Scottsdale C.C. - Ariz	" "
153	12-23	Sent RFP/12-29	Dale Cuge, Coord	Iowa Lake C.C. - Iowa	" "
154	12-30	Sent RFP/12-30	William McMullen, Dean	Henderson C.C. - Texas	" "
155	12-30	Sent RFP/12-30	Lynn Willett	Elgin C. C. - Ill	" "
156	12-30	Sen RFP/12-30	Dr. Frank Sanchez	E. Los Angeles C. - Ca.	" " (sent book)
157	12-30	Sent RFP/12-30	Jack Harrington, Dir Fin	San Fran Col Dist.-Ca	" "
158	12-30	Sent RFP/12-30	Chris Mohler	Bronx C. C. - N. Y.	" "
159	12-30	Sent RFP/12-30	Peg Long, Career Counsel	Charles C.C. C. - Md.	" "
160	12-30	Sent RFP/12-30	Dr. Wetzler, President	Manatee J. C. - Fla	" "
161	12-30	Sent RFP/12-30	G. J. Grout	Fulton Mont. C.C.- N. Y.	" "
162	12-30	Sent RFP/12-30	Ray Diaz Coord	Tanana Valley C.C.-Alaska	" "
163	12-30	Sent RFP/12-30	James Smith, Dean	Howard C.C. - Md.	" "
164	12-30	Sen RFP/12-30	Earl Orum	Yuba C. C. - Calif	" "
165	12-30	Sent RFP/12-30	Robert McKinney	Monroe C. C. - N. Y.	" "
166	12-30	Sent RFP/12-30	James Dye, President	Waycross J. C. - Georgia	" "
167	12-30	Sent RFP/12-30	Fay Avery, Coord	Northern V. C. C.- Va.	" "
168	12-30	Sent RFP/12-30	Phil Carling, Dir P.A.	Brookdale C.C. - N.J	" "
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PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(184)

No.	Date	Manner of Communication	Person and Position	College	How requested
169	12-30	Sent RFP/12-30	Neil DeHaan, Coord	City of Elizabeth Comp Trning&Emplymnt Agen-N.J.	Wrote in for RFP
170	12-30	Sent RFP/12-30	Florence Mintz	St. of N. J. Dept of Higher Ed. - N. J.	" "
171	12-30	Sent RFP/12-30	Robert Seaton, Dir Dev	Col of DuPage - Ill	" "
172	12-30	Sent RFP/12-30	Elliott Fairbanks, Dean	Col of E. Utah - Utah	" "
173	12-30	Sent RFP/12-30	Richard Cotton, Dir.	S. Georgia C. - Georgia	" "
174	12-30	Sent RFP/12-30	Dezo Silagyi, V. P.	Macomb C.C. C. - Mich	" "
175	12-30	Sent RFP/12-30	W. Reimal, Dean Instruction	Gavilan C. C. - Calif	" "
176	12-30	Sent RFP/12-30	Margaret Riley, Assist.	Clark T. C. - Ohio	" "
177	12-30	Sent RFP/12-30	John Smith, President	Southwestern C. C. - Iowa	" "
178	12-30	Sent RFP/12-30	Paul R. Woodie, Assistant	City of Dayton, City Manager - Ohio	" "
179	12-30	Sent RFP/12-30	Frank Martinez, Exe. Dir	Inland Manpower Ass.-Ca.	" "
180	12-30	Sent RFP/12-30	/Kirk Wells, Planner	Fresno City Cty Manpower Commission - Calif	" "
181	12-30	Sent RFP/12-30	Eunice Elton, Dir	Mayor's office of Manpower - Calif	" "
182	1-3-77	Sent RFP/1-3	Carlyle Davidsen, Dean	Metropolitan C.C. - Minn	" "
183	1-3	Sent RFP/ 1-3	Ted Wischropp, Dir	Butler C.C. C. - Kansas	" "
184	1-3	Sent RFP/1-3	Harry Smith, Dean	San Bernardino V.C.-Calif	" "
185	1-3	Sent RFP/1-3	Theodore Nicksick, Pres.	C.J.C. - Texas	" "
186	1-3	Sent RFP/1-3	Carmen Johnson	Cabrillo C.C. - Calif	" "
187	1-3	Sent RFP/1-3	Meredith Carter, Dir	Ind Voc Tech Col - Ind	" "

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(185)

No.	Date	Manner of Communication	Person and Position	College	How Requested
188	1-3-77	Sent RFP/1-3	Michael Gast, Dir Ed.	Bainbridge J.C. - Georgia	Wrote in for RFP
189	1-3	Sent RFP/1-3	Emil E. Lubick, Dean	Long Beach C.C. - Calif	" "
190	1-3	Sent RFP/1-3	W.H. McCutcheon, Counselor	N. Arkansas C.C. - Arkansas	" "
191	1-3	Sent RFP/1-3	James Canniff, Dean	Ulster C.C.C. - N. Y.	" "
192	1-3	Sent RFP/1-3	JoDee Douda, Dev. Office	Kirkwood C.C. - Iowa	" "
193	1-3	Sent RFP/1-3	Leonard Kreisman	Union C.C. - N. J.	Phoned in for RFP
194	1-3	Sent RFP/1-3	Joyce Davis, Dean	S. Seminary J.C. - Va.	" "
195	1-3	Sent RFP/1-3	A. McKey, Staff Assist	Mt. Wachusett C.C. - Mass	" "
196	1-3	Sent RFP/1-3	Mary Abrams, Planner	Manpower Dept of State Planning - Md.	" "
197	1-3	Sent RFP/1-3	Herman Brant, Dean	Black Hawk C.C. - Ill	" "
198	1-3	Sent RFP/ 1/4	Tom Millard	Waukesha C.T.C. - Wis	" "
199	1-3	Sent RFP/ 1/4	Ashley Johnson, Dean	Pioneer C.C. - Missouri	" "
200	1-3	Sent RFP/ 1/4	Prad Eland, Dir Ed. Cntr	Muskatine C.C. - Iowa	" "
201	1-3	Sent RFP/ 1/4	Rhomie Heck, Dir of Dev.	Thomas Nelson C.C. - Va.	" "
202	1-3	Sent RFP/ 1/4	Natalie Kass, Assist to Pres	Mattatuck C.C. - Conn	Wrote in for RFP
203	1-3	Sent RFP/ 1/4	John Wilson, Manager	Shreveport Office of Special Programs - La.	" "
204	1-3	Sent RFP/ 1/4	Earl Bewick, Coord.	Larimer C.V.T.C. - Col	" "
205	1-3	Sent RFP/ 1/4	Robert L. Cunningham, Dir	City of Huntington Beach Employment - Calif	" "
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PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(186)

No.	Date	Manner of Communication	Person and Position	College	How requested
206	1-3-77	Sent RFP/ 1/4	Donald H. Kettner	Dawson C.C. - Montana	Wrote in for RFP
207	1-3	Sent RFP/ 1/4	John Matulich, Supt.	Riverside C.C. - Calif	" "
208	1-3	Sent RFP/ 1/4	Harvey L. Bos, Director	Mid-Valley Area V.C.-Ill	" "
209	1-3	Sent RFP/ 1/4	Louis Birkmeyer	Alabama Avia & Tech-Ala	Phoned in for RFP
210	1-3	Sent RFP/ 1/4	Ed. Burdman	Yakima Valley C.C. - Wash.	" "
211	1-3	Sent RFP/ 1/4	Stewart Gingrich	Henry Ford C.C. - Mich	" "
212	1-4	Sent RFP/1-4	James Person, Chr. Mgt & Mgmt	Lansing C.C. - Mich	" "
213	1-4	Sent RFP/1-4	R. Brewer, Dir Cont. Ed.	Clark C.C. - Washington	" "
214	1-4	Sent RFP/1-4	W. Browe, V. President	Lake Michigan - Mich.	" "
215	1-4	Sent RFP/1-4	G. Rasmussen, Dean	Lane C.C. - Oregon	" "
216	1-4	Sent RFP/1-4	I. Hochman, Dir Inst. Res.	Bergen C.C. - N. J.	" "
217	1-4	Sent RFP/1-4	J. Price, President	McDowell T.I. - N. C.	" "
218	1-4	Sent RFP/1-4	B. Curtler, Coord. Fed. Grants	J. Sargent Reynolds-Va.	" "
219	1-4	Sent RFP/1-4	R. Dennard, Dean Plan & Dev.	Dayton Beach C.C. - Fla.	" "
220	1-4	Sent RFP/1-4	D. Meates, President	Col. of San Mateo - Ca.	" "
221	1-4	Sent RFP/1-4	L. Hughes, Dean of Instr.	Vernon C. - Texas	" "
222	1-4	Sent RFP/1-4	R. Smith, Coord St. & Fed Proj.	Vincennes Univ. - Ind.	" "
223	1-4	Sent RFP/1-4	R. Hutkins, Dean Voc Ed.	Platte T.C. - Neb.	" "
224	1-4	Sent RFP/1-4	R. Connally, V.P. for Ed.	Greenville T.C. - S.C.	" "

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(187)

No.	Date	Manner of Communication	Person and Position	College	How requested
225	1-4	Sent RFP/ 1-4	R. Schaal, Dir Voc Ed.	Dawson College - Montana	Wrote in for RFP
226	1-4	Sent RFP/ 1-4	C.C. Patton, Dev. Officer	Chesterfield-Marlboro Tech. Col. - S. Car.	" "
227	1-4	Sent RFP/ 1-4	R. Zeidman, Plan & Dev.	Tompkins Cortland Com. Col. - N. Y.	" "
228	1-4	Sent RFP/1-4	L. Poole	N. Country C.C. - N. Y.	Phoned in for RFP
229	1-4	Sent RFP/1-4	E. Klein, Acad. Dean	W. Chester C.C. - N.Y.	" "
230	1-4	Sent RFP/ 1-4	R. Biesecker, Counselor	New River C.C. - Va.	" "
231	1-4	Sent RFP/1-4	P. James, Ass. V. Pres.	Triton C. - Ill	" "
232	1-4	Sent RFP/1-4	L. Morley, Dean Car. Studies	Gulf Coast C.C. - Fla	" "
233	1-4	Sent RFP/1-4	J. Swalic, Assoc. Director	Ill. St. Bd. for C.C.	" "
234	1-4	Sent RFP/1-4	M. Kaus, Car. Plan, Plc, Offr.	Green River C.C. - Wash.	Wrote in for RFP
235	1-4	Sent RFP/1-4	D. Ponitz, President	Sinclair C.C. - Ohio	" "
236	1-4	Sent RFP/1-4	A. Binnie, V. Chancellor V. Ed.	Coast C.C. Dist - Calif	" "
237	1-5	Sent RFP/1-5	D. Cunningham, Dir of Instr	Indiana Voc. Tec. C. - Ind	" "
238	1-5	Sent RFP/1-5	M. G. Goodpasture, Dir Pgn Support	Ferrum C. - Va.	" "
239	1-5	Sent RFP/1-5	P. Hurd, Dean of Instr.	New Hampshire T.I. - N.H.	" "
240	1-5	Sent RFP/1-5	M. A. Orsini, Ad. Grants	Nassau C. C. - N. Y.	" "
241	1-5	Sent RFP/1-5	C. Marlatt Ass. to Pres.	Northwestern Mich C. - Mich	" "
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PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(188)

No.	Date	Manner of Communication	Person and Position	College	How requested	Book
242	1-5	Sent RFP/1-5	K. Peak, Dean Res. & Dev.	Ill E.C.C. - Ill	Phoned in for RFP	
243	1-5	Sent RFP/1-5	M. Thomas, Res. Assist.	Muskegon C.C. - Mich	" "	
244	1-5	Sent RFP/ 1-5	T. Theilmann, Rensselaer Manpower	(Hudson Valley C) N.Y	" "	
245	1-5	Sent RFP/ 1-5	G. Mehallis, Dean Occup Ed.	Miami Dade C.C. - Fla	" "	
246	1-5	Sent RFP/1-5	D. Wright, Office Dev.	Midlands Tech C. - S.C.	" "	
247	1-5	Sent RFP/ 1-5	S. Vawsberg, Dir Spec Pgms	Tex St. Tech I. - Tex.	" "	
248	1-5	Sent RFP/ 1-5	C. Hopson, Dir Pln & Dev.	Delgado C.C. - Louis	" "	
249	1-5	Sent RFP/ 1-5	M. Brine, Coord Cred Pgms	North Shore C.C. - Mass	" "	
250	1-5	Sent RFP/ 1-5	B. Edde,	Ventura C.C. Dist - Calif	" "	
251	1-5	Sent RFP/ 1-5	D. Manahan	Spokane Falls C.C. - Wash	" "	
252	1-5	Sent RFP/ 1-5	L. Bell,	Cuyahoga C.C. - Ohio	" "	
253	1-5	Sent RFP/ 1-5	L. McClure, Dir Spec Ser.	Dallas C.C. Dist - Tex	" "	
254	1-6	Sent RFP/1-6	D. Tippet, V.P. Student Affs.	Columbus T.I. - Ohio	" "	
255	1-6	Sent RFP/ 1-6	R. Beauchemin, Dir Coor Work	Rio Hondo C. - Calif	" "	
256	1-6	Sent RFP/1-6	V. Burwell, Dir of Placement	West Shore C.C. - Mich	" "	
257	1-6	Sent RFP/ 1-6	J. Loye, Chairman Business	Clayton J.C. - Georgia	" "	
258	1-6	Sent RFP/ 1-6	J. Rude, Coor Project Dev.	Chemeketa C.C. - Oregon	" "	
259	1-6	Sent RFP/ 1-6	M. Alexander, Coor Res Dev	Catonsville C.C. - Md.	" "	
260	1-6	Sent RFP/ 1-6	C. Herrick, Dean of Instr.	San Jose C.C. - Calif	" "	

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(189)

No.	Date	Manner of Communication	Person and Position	College	How requested	Book
261	1-6	Sent RFP/ 1-6	C. Schulze, Fund. Coord.	West Chester C.C. - N. Y.	Phoned in for RFP	
262	1-6	Sent RFP/ 1-6	L. Whitworth,	C.C. of Allegheny - Pa.	" "	
263	1-6	Sent RFP/ 1-6	J. Garber, Dean Student Affs.	Rocking C. C. - N.C.	" "	
264	1-6	Sent RFP/ 1-6	W. Liebertz, Dir Comm Ser	Salem School Dist - Oreg	Wrote in for RFP	
265	1-6	Sent RFP/ 1-6	F. Wolff, Ass. Superint.	Bd. of Coe Ed. Ser - N.Y.	" "	
266	1-6	Sent RFP/ 1-6	A. Lack, V.P. for Admin	Suomi C. - Mich	" "	
267	1-6	Sent RFP/ 1-6	V. Lauter, Dean	N.Y. City C.C. - N.Y.	" "	
268	1-6	Sent RFP/ 1-6	C.L. Johnson, Admin Ass.	Southeast C.C. - Neb.	" "	
269	1-6	Sent RFP/ 1-6	M. Beck, Dean of Dev.	C.B. Wallace St.Jr. - Alaba	" "	
270	1-7	Sent RFP/ 1-7	J. Williams, Dir of Dev	Chatfield C. - Ohio	" "	
271	1-7	Sent RFP/ 1-7	T. McNamee, Dir of Dev	Berkshire C.C. - Mass.	" "	
272	1-7	Sent RFP/ 1-7	M. Brine, Coord Cont. Ed.	North Shore C.C. - Mass	" "	
273	1-7	Sent RFP/ 1-7	N. Landry, Ass to Pres.	N. Essex C. C. - Mass.	" "	
274	1-7	Sent RFP/ 1-7	E. Lehr, V.P. North Campus	San Jacinto C. - Texas	" "	
275	1-7	Sent RFP/ 1-7	J. Pukach, Dean Inst Dev	Lewis Clark C.C. - Ill	" "	
276	1-7	Sent RFP/ 1-7	C. Tennison, Pgm Coord.	Taft C. - Calif	" "	
277	1-7	Sent RFP/ 1-7	B. Noble, Job Placement	Porterville C. - Calif	" "	
278	1-7	Sent RFP/ 1-7	M.A. Valvoda, Dir Res Ser	Lakeland C.C. - Ohio	Phoned in for RFP	X
279	1-7	Sent RFP/ 1-7	J. Chastain, V.P. for Dev	Tri Cty. T.C. - S.C.	" "	X

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log (190)

No.	Date	Manner of Communication	Person and Position	College	How requested	Book
280	1-7	Sent RFP/ 1-7	D. Patterson, Dir Placement	Jefferson St. J.C. - Alaba	Phoned in for RFP	X
281	1-7	Sent RFP/ 1-7	D. Privett, Dir Fed Pgms	3 Rivers C.C. - Missouri	" "	
282	1-7	Sent RFP/ 1-7	Q. Hammond,	San Diego C.C. - Calif	" "	
283	1-7	Sent RFP/ 1-7	W. Salerno, Grants Officer	LaGuardia C.C. - N.Y.	" "	
284	1-10	Sent RFP/ 1-10	G. Myran, President	Washtenaw C.C. - Mich	Wrote in for RFP	
285	1-10	Sent RFP/ 1-10	W. Sorenson, President	Interim Cam Mission Col.pus - Calif	" "	
286	1-10	Sent RFP/ 1-10	H. Johnson, Dir Voc Ed.	Snow College - Utah	" "	
287	1- 10	Sent RFP/ 1-10	A.Brewer, Coord. Infor Ser	Austin C.C. - Texas	" "	
288	1- 10	Sent RFP/ 1-10	B. McHugh, Dir Ed Dev	C.C. of Allegheny - Pa.	" "	
289	1-10	Sent RFP/ 1-10	G. J. Benner, Ad. Ass.	Bucks Cty. C. C. - Pa.	" "	
290	1 - 10	Sent RFP/ 1-10	D. Clauss, Coord Career	University of Wis Center Fox Valley Campus - Wis	Phoned in for RFP	
291	1-10	Sent RFP/ 1-10	S.Osborne, Dir Coop. Ed.	Ellsworth C.C. - Iowa	" "	X
292	1-10	Sent RFP/ 1-10	K. Aten, President	Mid-Plains C.C. - Neb	" "	X
293	1-10	Sent RFP/1-10	P. James	Triton C.C. - Ill	" "	
294	1-10	Sent RFP/ 1-10	Gary Hollingsworth	Valencia C.C. - Fla.	" "	
295	1-10	Sent RFP/ 1-10	Bill Sacerno	LaGuardia - N.Y.	" "	
296	1-10	Sent RFP/ 1-10	Anita Voorhees	Middlesex, Mass.	" "	
297	1-10	Sent RFP/ 1-10	Cameron Douthitt	Alvin - Tex.	" "	
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PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(191)

No.	Date	Manner of Communication	Person and Position	College	How requested	Book
298	1-11	Sent RFP/ 1-11	T. Weatherby, Dean Occ Ed	Dekalb C.C. - Georgia	Phoned in for RFP	
299	1-11	Sent RFP/ 1-11	E. Sobel, Provost	Fashion Inst. T. - N.Y.	" "	
300	1-11	Sent RFP/ 1-11	H. McNeill, President	West Va. St. C. - W. V.	" "	
301	1-11	Sent RFP/ 1-11	B. Wells, Dir. T.O. Pgms	Tulsa J.C. - Okla	Wrote in for RFP	
302	1-11	Sent RFP/ 1-11	E. P. Lyman, V.P. for Dev	Champlain Co. - Vermont	" "	
303	1-11	Sent RFP/ 1-11	P. Gaynor	Kingsborough C.C. - N.Y.	" "	
304	1-11	Sent RFP/ 1-11	S. Byrd, Ad Ass to Pres.	Suffolk Cty C.C. - N.Y.	" "	
305	1-11	Sent RFP/ 1-11	N. Erbin, Dir Career Studies	Shelby St. C.C. - Tenn.	" "	
306	1-11	Sent RFP/ 1-11	D. Roux, Dir Spec Projects	Beaufort Cty T.I. - N.C.	Wrote in for RFP	
307	1-11	Sent RFP/ 1-11	K. Gilbert, Counselor	Miles C.C. - Montana	" "	
308	1-11	Sent RFP/ 1-11	M. Kintz, Coor for Dev.	Stark T.C. - Ohio	" "	
309	1-11	Sent RFP/ 1-11	J. Pell, Coor Spec Needs	N.W. Iowa T.C. - Iowa	" "	
310	1-11	Sent RFP/ 1-11	J. Sherman, Dean Dev Ser	Earstow C.C. Dist - Calif	" "	
311	1-11	Sent RFP/ 1-11	R. Johnson, Ass for Ed.	Gulf Coast Jr. C. - Miss	" "	
312	1-11	Sent RFP/ 1-11	S. Duarte, Grantsman	Riverside C.C. - Calif	Phoned in for RFP	X
313	1-11	Sent RFP/ 1-11	J. De Grage, Dean Student Affs.	Goldy Beacom C. - Del	" "	
314	1-11	Sent RFP/ 1-11	O.B. Thornton, Dir Car Ed.	Motlou St. C.C. - Tenn	" "	
315	1-11	Sent RFP/ 1-11	J. Haffner, Dean Dev Studies	Pioneer C.C. - Missouri	" "	
316	1-11	Sent RFP/ 1-11	J. Johnson, Exec. Dir	Mechanicsville, Pa. Susquehanna Val Manpr Dev.	Wrote in for RFP	X 212

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PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(192)

No.	Date	Manner of Communication	Person and Position	College	How requested	Look
317	1-11	Sent RFP/ 1-11	C. Gromacki, Director	Dist of Voc. Ed. N. Orange Cty C.C. Dist-	Calif Wrote in for RFP	
318	1-11	Sent RFP/ 1-11	S. Raine, Director	CETA - Alabama	" "	
319	1-12	Sent RFP/ 1-12	M. Edwards, Dir. Title III	Donnelly C. - Kansas	Phoned in for RFP	
320	1-12	Sent RFP/ 1-12	T. Clayback, Dir of Res.	Niagra Cty C.C. - N.Y.	" "	
321	1-12	Sent RFP/ 1-12	O. Boubien, Dir Upward/Bound	- Harvey Mudd Col.-Ca	" "	
322	1-12	Sent RFP/ 1-12	W. Mombert, Dir Resource	Ev. Agtex C. Alfred, N.Y.	" "	
323	1-12	Sent RFP/ 1-12	Lambert, Dev. Office	Seattle Central C.C.-Wash	Picked up RFP	
324	1-12	Sent RFP/ 1-12	D.Beck, Project Dir	Career Ed. Council - N.Y.	Phoned in for RFP	
325	1-12	Sent RFP/ 1-12	M. Henderson, Dir of Pgms	Hanceville, Wallace St.C.C. - Alaba	" "	
326	1-12	Sent RFP/ 1-12	T. Johns, Placemnt, Coor.	Memphis, Shelby St.C.C. - Tenn	" "	
327	1-12	Sent RFP/ 1-12	A. Ryen, Grants Officer	Brooklyn, Medgar Evers C.- N.Y.	Wrote in for RFP	
328	1-12	Sent RFP/ 1-12	Planning Z. Hall, Admin. & Dev.	Janesville, Blackhawk T.I. - Wis.	" "	
329	1-17	Sent RFP/ 1-17	R.Adams, Dean of Instruction	Albany, Linn-Benton C.C. Oreg.	Phoned in for RFP	
333	1-14	Sent RFP/ 1-17	Projects J. Bruns, Dir of Sponsored	Dublin New River C.C. - Va.	" "	
334	1-14	Sent RFP/ 1-17	Y. Hooks, Gen Ed. Div.	Memphis Shelby St. C.C.- Tenn.	" "	
335	1-14	Sent RFP/ 1-17	J. Connolly, President	Poughkeepsie, Dutchess Cty. C.C.- N.Y.	" "	
336	1-14	Sent RFP/ 1-17	D. Love, Dean of Voc. Ed.	Woodland Hills, Pierce C.C. - Calif.	" "	
337	1-14	Sent RFP/ 1-17	R. Dope, V.P. for Develop.	Newberry, Newberry C.C. - S.C.	" "	
338	1-14	Sent RFP/ 1-17	C.Blikre, President	Wahpeton, N.D. North Dakota Sch of Science	picked up RFP	

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(193)

No.	Date	Manner of Communication	Person and Position	College	How requested	Book
339	1-14	Sent RFP/ 1-17	R. Hagemeyer, President	Charlotte, Central Piedmont C.C.-N.C.	Wrote in for RFP	
340	1-14	Sent RFP/ 1-17	W. Maloney, Coor of Grants	Troy Hudson Valley C.C.- N.Y.	" "	
341	1-14	Sent RFP/ 1-17	W. Groff, Exec. Dir.	Toledo, Medical College of Ohio	" "	
342	1-14	Sent RFP/ 1-17	G. Guma, Action Learning Pgm	South Furlington, Vermont Vermont Inst of Comm Involmnt	" "	
343	1-14	Sent RFP/ 1-17	V. Velez, Ass. Dean of Acad.	AFRS, San Juan, Inter Amer. Univ of Puerto Rico	" "	
344	1-14	Sent RFP/ 1-17	L. Richards, Staff Dev. Spec.	Pearl City, Leeward C.C. - Hawaii	" " (2 copies)	
345	1-14	Sent RFP/ 1-17	T. Latham, Ass. Dean of Acad. Services	Riverside, Riverside City C. - Ca.	" "	
346	1-14	Sent RFP/ 1-17	L. Forbes, President	Pasco, Washington Lawrence Forbes Assoc	" "	
347	1-14	Sent RFP/ 1-17	M Appel, Chairperson	Voc. Tech. Ed. Cypress, Cypress Col. - Ca.	" "	
348	1-17	Sent RFP/ 1-17	M. Fountain, Sponsored Pgm	Boston, Simmons Col. - Mass.	Phoned in for RFP	
349	1-17	Sent RFP/ 1-17	C. Peterson, V.P. for Ed. Dev.	Minneapolis St. Mary's J.C. - Minn.	" "	
350	1-17	Sent RFP/ 1-17	R. Boughton, Dean of Students	Austin Austin C.C.- Minn.	" "	
351	1-17	Sent RFP/ 1-17	G. Luster, Dir Acad Afrs.	Elizabethtown, Elizabeth C.C.- Ky.	Wrote in for RFP	
352	1-17	Sent RFP/ 1-17	T. Russell, Per.&Plng Ofc.	Wenatchee, Wenatchee Valley C.-Wash	" "	
353	1-17	Sent RFP/ 1-17	M. Parsons, Ass Dean of Instr.	Hagerstown, Hagerstown J.C. - Md.	Phoned in for RFP	
354	1-18	Sent RFP/ 1-18	R. McClurg, Res. Analyst	Ankeny, DeMoines Area C.C. - Iowa	" "	
355	1-18	Sent RFP/ 1-18	K. Luna, Communications Div.	Laredo, Laredo J. C. - Tex.	" "	
356	1-18	Sent RFP/ 1-18	L. Monoco, Dean Instruction	Poughkeepsie, Dutchess C.C.- N.Y.	" "	
357	1-18	Sent RFP/ 1-18	A. Boll, Continuing Ed.	Scott Co.C.-Bettendorf, Iowa	Wrote in for RFP	

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(194)

No.	Date	Manner of Communication	Person and Position	College	How requested	Book
358	1-18	Sent RFP/ 1-18	F.R. de Moran, Exec. Dir.	Municipio De San Juan Dept. of Human Resources	San Juan, Puerto Rico Wrote in for RFP	
359	1-19	Sent RFP/ 1-19	W.Bridges, Dean of Students	Abraham Baldwin Agricult- ural Col. - Tifton, Ga.	Phoned in for RFP	X
360	1-19	Sent RFP/ 1-19	M. Orsini, Ad. Assistant	Garden City, Nassau C.C. - N.Y.	Wrote in for RFP	
361	1-19	Sent RFP/ 1-19	D. McGinnis, Director Res.	Cullowhee, W. Carolina Univ. - N.C.	" "	
362	1-19	Sent RFP/ 1-19	Przybylek, Dean of Ed.	Allegheny Campus, Pittsburgh C.C. of Allegheny C- Pa.	" "	
363	1-19	Sent RFP/ 1-19	J. Franz, Dir Prj. Emplmnt	Hartnell C. - Salinas, Ca.	Phoned in for RFP	
364	1-19	Sent RFP/ 1-19	H. Cooper, Coor Comm Ser.	Chattanooga St. T.C. - Tenn	" "	
365	1-19	Sent RFP/ 1-19	J. Issacs, Dean of Instruc	Inver Grove Heights Inver Hills C.C. - Minn.	" "	
366	1-19	Sent RFP/ 1-19	L. Smith, Dean Occp Studies	Col Springs El Paso C.C. - Col.	" "	
367	1-19	Sent RFP/ 1-19	J. Leabitt, Dean	Lake Tahoe C.C. - Calif	" "	
368	1-19	Sent RFP/ 1-19	W. Cunningham, V.P. of Instr.	Eureka Col of the Redwoods - Ca.	" "	
369	1-19	Sent RFP/ 1-19	M. Perez, Director Dev.	Whittier Rio Hondo Col - Ca.	" "	
370	1-19	Sent RFP/ 1-19	G. Nielsen, Dean of Instruc	Grants Pass, Rogue C.C. - Oreg	" "	
371	1-19	Sent RFP/ 1-19	J. Peterson, President	Albuquerque, N.M. S.W. Indian Polytechnic	Inst. Wrote in for RFP	
372	1-21	Sent RFP/ 1-21	F. Sandipher, Ass. to Dean	University College Univ. of Cincinnati - Ohio	Phoned in for RFP	X
373	1-21	Sent RFP/ 1-21	R. Byerley, Res. & Dev.	Ankeny, Des Moines Area C.C. - Iowa	" "	
374	1-21	Sent RFP/ 1-21	L. Cook, Deve. Officer	Mason City, N. Iowa Area C.C. - Iowa	" "	
375	1-21	Sent RFP/ 1-21	P. Smith, President	Montpelier C.C. of Vermont	" "	
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PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log

(195)

No.	Date	Manner of Communication	Person and Position	College	How requested	Book
376	1-21	Sent RFP/ 1-21	B. Sloan, Dir Res & Dev	John A. Logan Col. - Ill	Wrote in for RFP	
377	1-21	Sent RFP/ 1-21	D. Huskins, Dir Res & Dev	Mayland Tech Inst.- N.C.	" "	
378	1-21	Sent RFP/ 1-21	V. Loebel, Dir Placement	Endicott Col. - Mass	" "	
379	1-21	Sent RFP/ 1-21	P. Edwards, Dean	Fairmont St. Col - W.Va.	" "	
380	1-21	Sent RFP/ 1-21	J. Poland, Dir Placement	Robeson Tech Inst - N.C.	" "	
381	1-21	Sent RFP/ 1-21	M. Berg, President	Lake Region Jr. Col -N.D.	Phoned in for RFP	
382	1-21	Sent RFP/ 1-21	C. Sheldon, Exec. Director	Montgomery Manpower Consortium-Alab.	" "	
383	1-24	Sent RFP/ 1-24	J. Little, Dean Ocup Ed.	Otero Jr. Col. - Col.	" "	
384	1-24	Sent RFP/ 1-24	R. Rhule, Dean Instruction	Tacoma C.C. - Washington	" "	
385	1-24	Sent RFP/ 1-24	T. Cobb, Dir Research	Bowling Green St. U.-Ohio	" "	
386	1-24	Sent RFP/ 1-24	Coordinator G. Robinson, Work & Ed.	Feather River Col - Ca.	Wrote in for RFP	
387	1-24	Sent RFP/ 1-24	P. Yorkis	Harford C.C. - Md.	Phoned in for RFP	
388	1-24	Sent RFP/ 1-24	J. Thedford, Dir Inst Dev.	E. Arkansas C.C.- Ark	" "	
389	1-24	Sent RFP/ 1-24	Vice-president R. Gardiner, Inst. Dev.	Mt. Aloysius Jr.C.-Pa	" "	
390	1-24	Sent RFP/ 1-24	R. Den Uyl, Placement	Cleveland St.C.C.- Tenn	" "	
391	1-31	Sent RFP/ 1-31	G. Sahing, Federal Relations	AIHE - D.C.	" "	
392	1-24	Sent RFP/ 2-4	Coordinator E. Hochman, Career Ed.	Central N.England Col-Mass	Wrote in for RFP	
393	1-24	Sent RFP/ 2-4	P. Petray, Fed Pgms Officer	Arkansas St. Univ-Ark	" "	
219						220

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

Communication Log
(196)

[illegible]

6. ALPHABETICAL LIST OF REQUEST FOR PROPOSAL
REQUESTS BY STATE

State	# of colleges requesting	# sent	Non-college requests	Total College/ Agency requests
Alabama	5	5	North Alabama Education Opportunity Center Montgomery Manpower Consortium CETA	8
Alaska	3	3		3
Arizona	2	2		2
Arkansas	5	5		5
California	33	37	Huntington Beach Employment & Training San Francisco Office of Manpower Fresno City-County Manpower Commission Inland Manpower Association	41
Colorado	6	6		6
Connecticut	4	8	Regional Counseling Center	9
Delaware	1	1		1
District of Columbia	1	1	American Institute of Higher Education Junior and Community College Institute	3
Florida	8	10		10
Georgia	7	7		7
Hawaii	1	1		1
Idaho	0	0		0
Illinois	15	19		19
Indiana	3	4	ALFE, Inc.	5
Iowa	11	13	Manpower Office	14
Kansas	5	5		5
224				225

State	# of colleges requesting	# sent	Non-college requests	Total College/ Agency requests
Kentucky	4	4		4
Louisiana	3	4		4
Maine	1	1		1
Maryland	5	5	Manpower Department of State Planning	6
Massachusetts	15	17		17
Michigan	14	17		17
Minnesota	12	12		12
Mississippi	3	3		3
Missouri	4	6		6
Montana	2	3		3
Nebraska	6	8		8
Nevada	1	1		1
New Hampshire	1	1		1
New Jersey	7	9	Elizabeth Employment and Training Department State Department of Higher Education	11
New Mexico	3	3		3
New York	31	37	Rensselaer Manpower	38
North Carolina	10	10		10
North Dakota	2	2		2
Ohio	13	14		14
Oklahoma	4	4		4
226				227

State	# of colleges requesting	# sent	Non-college requests	Total College/ Agency requests
Oregon	5	5	Salem Public Schools	6
Pennsylvania	12	13	Philadelphia Area Manpower Planning Council Susquehanna Valley Manpower Development	15
Rhode Island	0	0		0
South Carolina	8	8		8
South Dakota	0	0		0
Tennessee	4	6		6
Texas	15	15		15
Utah	2	2		2
Vermont	3	3		3
Virginia	10	13		13
Washington	8	9	Lawrence Forbes & Associates	10
West Virginia	4	4		4
Wisconsin	10	10		10
Wyoming	1	1		1
Ontario, Canada	1	1		1
Puerto Rico	1	1	Municipio De San Juan, Department of Human Resources	2
53	335	379	. . . TOTALS . . .	.400 Colleges - 379 Agencies - 21
228				229

7. APPLICATION RECORD

Record of Applications Received
(200)

No.	College	Contact person & rank	Date arrived	Score
1	Colby Community College Colby, Kansas	James R. Grote, Dean Community Service	Jan 14, 1977	
2	Genesee Community College Batavia, New York	Richard R. Gamble, Director of Development & Community Relations	Jan 24, 1977	
3	Parkersburg Community College Parkersburg, West Va.	Raul Reyes Director of Instructional Design & Development	Jan 28, 1977	
4	College of DuPage Glen Ellyn, Illinois	Dr. Robert L. Seaton Director of Planning and Development	Jan 28, 1977	
5	East Mississippi Jr. College Scooba, Mississippi	Clois Cheatham, President	Jan 28, 1977	
6	Ulster County Community College - Stone Ridge, N.Y.	Mr. Robert T. Brown, President	Jan 28, 1977	
7	Community College of Allegheny County Allegheny Campus Pittsburgh, Pa.	Dr. Daniel C. Przybylek Dean of Community Services	Jan 28, 1977	
8	Asnuntuck Community College Enfield, Conn.	Dr. Daniel R. McLaughlin, President	Jan 28, 1977	
9	Yakima Valley Community College Yakima, Washington	Mr. Harold Jones, Biology Instructor	Jan 28, 1977	
10	College of San Mateo San Mateo, California	Dr. David H. Mertes, President	Jan 31, 1977	

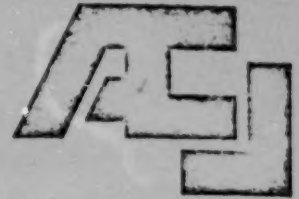
No.	College	Contact person & rank	Date arrived	Score
11	Community College of Vermont Montpelier, Vermont	Mr. Peter P. Smith, President	Jan 31, 1977	
12	South Oklahoma City Jr. College Oklahoma City, Oklahoma	Katherine J. Kirk Coordinator of Federal Projects	Jan 31, 1977	
13	Cumberland County College Vineland, New Jersey	Professor John Reinard Coordinator Continuing Education Program	Jan 31, 1977	
14	Union College Cranford, N. J.	Dr. Leonard T. Kreisman Vice-president for Academic Affairs	Jan 31, 1977	
15	Pioneer Community College Kansas City, Missouri	Edward Davis Director Center for Developmental Studies	Jan 31, 1977	
16	Tanana Valley Community College Fairbanks, Alaska	Glenn F. Massay, Director	Jan 31, 1977	
17	William Rainey Harper College Palatine, Illinois	Guerin A. Fischer Vice President of Student Affairs	Jan 31, 1977	
18	Lake Land College Mattoon, Ill.	Frank Adams Dean of Public Services	Jan 31, 1977	
19	Southeast Community College Lincoln, Nebraska	Lonnie Johnson Assistant to the President	Jan 31, 1977	
20	Austin Community College Austin, Minnesota	Dr. Roger W. Boughton Dean of Students	Jan 31, 1977	
21	Bayamon Regional College Puerto Rico	Mr. Rafael Cartagena, Dean of Academic Affair of Regional Colleges I.A.U. of Puerto Rico	Jan 31, 1977	

No.	College	Contact person & rank	Date arrived	Score
22	Abraham Baldwin Agricultural College Tifton, Georgia	Dr. Worth Bridges, Jr. Dean and Coordinator of Student Personnel	Jan 31, 1977	
23	Iowa Lakes Community College Estherville, Iowa	Milton R. Nolting Supervisor of Adult & Continuing Education	Jan 31, 1977	
24	DeKalb Community College Clarkston, Georgia	Seaborn A. Thompson Vice-president for Continuing Education and Community Services	Jan 31, 1977	
25	Greenville Technical College Greenville, South Carolina	Dr. Ronald Connelly, Vice-president for Education	Jan 31, 1977	
26	Corning Community College Corning, New York	Donald H. Hangen, President	Jan 31, 1977	
27	North Shore Community College Beverly, Massachusetts	Dr. Anthony Cotoia, Dean Continuing Education & Community Services	Jan 31, 1977	
28	Delgado College New Orleans, Louisiana	Carol S. Hopson - Research Associate	Jan 31, 1977	
29	City-Wide College City Colleges of Chicago Chicago, Illinois	Clifford D. Fields Dean of Cooperative Education & Placement	Jan 31, 1977	
30	Kirkwood Community College Cedar Rapids, Iowa	Larry Willis, Director of Career Education	Feb 1, 1977	
31	Lane Community College Eugene, Oregon	Lisl Fenner Department of Resource Development	Feb 2, 1977	
32	Coast Community College District Costa Mesa, California	Arthur A. Binnie Vice Chancellor Vocational Education	Feb 2, 1977	

No.	College	Contact person & rank	Date arrived	Score
33	Motlow State Community College Tullahoma, Tennessee	Otis B. Thornton Director, Division of Career Education	Feb 2, 1977	
34	Maryland State Board for Community Colleges Annapolis, Maryland	R. Malcolm-Rodgers, Staff Specialist	Feb 2, 1977	
35	Triton College River Grove, Illinois	Peter Fricano Director/In-Plant Training	Feb 3, 1977	
36	San Diego Community College District San Diego, California	Clinton R. Hamann, Director Manpower Training and Vocational Education	Feb 7, 1977	
37	Wayne County Community College Detroit, Michigan	Dr. Robinson Hammonds Director of Program Development	Feb 7, 1977	
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8. SELECTION CONFIRMATION LETTER

American Association of Community and Junior Colleges



March 11, 1977

Mr. Glenn F. Massay, Director
Tanana Valley Community College
University of Alaska
Fairbanks, Alaska 99701

Dear Mr. Massay:

This letter is to confirm that Tanana Valley Community College has been selected as a pilot college for the American Association of Community and Junior Colleges' Program to Create Community Education Work Councils. The college's application was one of 37 submitted to the Association for funding. Six were selected. The other pilot colleges are:

- Asnuntuck Community College, Enfield, Connecticut
- Community College of Vermont
- Motlow State Community College, Tullahoma, Tennessee
- Southeast Community College, Lincoln, Nebraska
- Bayamon Regional College, Inter-American University,
Bayamon, Puerto Rico

The official date for project initiation by the college is February 15, 1977. On that date AACJC's national project office notified you of the award. To make the most of the first project period, a project administrator should be employed as soon as possible. This person should begin work no later than March 15.

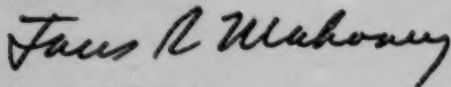
A cost reimbursement-type subcontract form consistent with the requirements of the U.S. Department of Labor will be prepared and mailed to you by March 18, 1977. College project obligations will be detailed in this document which you must sign and return to my office. Allowable project costs incurred by the college between February 15, 1977 and the date on which the subcontract is signed can be charged to the program.

Total project costs may not exceed \$50,000.00 for the first project period, February 15, 1977 through October 14, 1977. The exact budget amount for this period will be determined through negotiations between the college and AACJC. Possible second year funding will be discussed during the first project period.

Questions regarding all project details should be directed to my office.

We look forward with anticipation to working with you on what we regard as an exciting program with great potential for helping youth transit between the worlds of education and work.

Sincerely,

A handwritten signature in cursive script that reads "James R. Mahoney".

James R. Mahoney
Project Director

cc: John Fridrich

JRM/bd

American Association of Community and Junior Colleges



February 15, 1977

Rejection letter sent to 32 colleges.

Pilot site selections for AACJC's Program to Create Community Education-Work Councils are:

Assuntnuck Community College - Enfield, Connecticut
Community College of Vermont - Montpelier, Vermont
Tanana Valley Community College - Fairbanks, Alaska
Bayamon Regional College - Puerto Rico
Motlow State Community College - Tullahoma, Tennessee

More than 400 separate requests were made for the application materials prepared for the program. Thirty-seven applications were completed and forwarded to the project office, an impressive response considering the brief time allowed between the original notice of award (December 15, 1976) and the application deadline date (January 31, 1977). This time limitation was required to permit pilot sites a reasonable period to establish education-work councils and to take the beginning steps in implementing plans by the end of the first project period (October, 1977).

The high quality of the completed applications made selection decisions very difficult. Although we are confident that each applicant college could have successfully participated in this program and that the communities they served could have benefitted from the work of these councils, the contract permitted AACJC to support only five councils.

Involved in the selection procedure were the Education-Work Councils Project director and AACJC executive officers. Program officials from the National Alliance of Businessmen, the National Manpower Institute, and the Education and Training Administration of the U.S. Department of Labor were consulted during the selection.

We are sorry that your application was not selected. Your interest in the program and the exceptional effort you made in completing the application are greatly appreciated.

Sincerely,

James R. Mahoney
Project Director

JRM:jg

10. DEMONSTRATION SITE SUBCONTRACT

SUB CONTRACT

SUBCONTRACT NO. : 99-7-784-42-09 ()	SUBCONTRACTOR:
SUBCONTRACT TYPE: Cost-Reimbursement	
PRIME CONTRACTOR: American Association of Community and Junior Colleges One Dupont Circle, N.W., Suite 410 Washington, D.C. 20036	AMOUNT:
PRIME CONTRACT NO. : 99-7-784-42-09	SERVICES TO BE PERFORMED: -initiate a community education-work council in the first project period (February 15, 1977 through October 14, 1977) -facilitate council operations
MAIL INVOICES TO:	PERFORMANCE PERIOD:
SUBCONTRACTOR (College Name):	PRIME CONTRACTOR (Organization Name): American Association of Community and Junior Colleges One Dupont Circle, N.W., Suite 410 Washington, D.C. 20036
By: _____ Signature	By: _____ Signature
NAME & TITLE (Please Type):	NAME & TITLE (Please Type)
EXECUTION DATE:	EXECUTION DATE:

American Association of Community and Junior Colleges



Program to Create Community Education-Work Councils

SUBCONTRACT: 99 - 7 - 784 - 42 - 09 ()

In consideration of the mutual promises hereinafter set forth, the American Association of Community and Junior College (AACJC), hereafter sometimes referred to as the Prime Contractor, and hereafter referred to as the Subcontractor, hereby agree as follows:

I. Purpose of the Subcontract:

The general purpose of this Subcontract is to describe the college's responsibilities as a pilot site for the American Association of Community and Junior College's Program to Create Community Education-Work Councils, a national project designed to establish model community education-work councils to address youth transition problems between the worlds of education and work.

II. General Information:

This is a Subcontract under Prime Contract number 99-7-784-42-09 between the American Association of Community and Junior Colleges and the Employment and Training Administration (ETA) of the U.S. Department of Labor.

III. Subcontractor Performance:

A. Statement of Work:

The Subcontractor agrees to furnish the necessary facilities, materials, personnel, and such other services as may be required by this Subcontract.

The Subcontractor agrees to develop, promote, and provide administrative services to a local community education-work council which will represent business,

labor, industry, unions, education (elementary through advanced degree granting institutions), government (local and state), parent and student groups, and other organizations with an interest in education and work issues.

The Subcontractor agrees to participate as an equal partner on such a council and to work with other council members to develop a schedule of activities responsive to the identified needs of the community. The council programs will focus primarily on youth (16-21) problems generated by the transition from education to work.

Council operations and activities will reflect the model presented in The Boundless Resource, Chapter Four, "New Means", pages 63-76. The identification of local needs will be achieved through the use of current relevant documents and/or by conducting data gathering efforts.

The Subcontractor agrees to consult local, state, and national officials for assistance in establishing councils and programs during the PROJECT period.

Information and materials developed by the Subcontractor in establishing and operating the local council shall be made available to interested institutions, organizations, and individuals upon request (cost of reproduction may be charged).

The Subcontractor shall be responsible for performing those PROJECT activities described in its program application to AACJC. These activities are: See Appendix A.

B. Specific Requirements:

The Subcontractor agrees to carry out the following functions:

1. Staff:

- a. The Subcontractor shall identify an Administrator who shall have overall responsibility for local PROJECT activities. The Administrator shall report directly to the college president or to an official who reports directly to the president.
- b. The Subcontractor shall identify other needed professional staff who shall assist the Administrator in the overall conduct of the program.
- c. The Subcontractor shall identify expert consultants who shall assist

program staff in the following activities: council and program development, data collection, data analysis, and evaluation.

- d. The Subcontractor shall identify support assistance (secretarial/ clerical) to assist in the activities of its program.
- e. The Administrator shall attend site PROJECT staff development sessions as they are scheduled by the Prime Contractor.
- f. The president of the Subcontracting college shall participate on the Prime Contractor's national advisory committee to the PROJECT.

2. Council:

- a. The Subcontractor shall create a broadly representative local education-work council in the first program period (February 15 through October 14, 1977). Representation on this council shall be from: education, labor, government, industry, business, unions, parent and student groups and other organizations interested in the areas of work and education. Once the council is in place, its programs, activities, and priorities shall be determined by a consensus of its members. The Administrator shall be staff to the council and shall provide support for its activities.
- b. The Subcontractor shall provide the Prime Contractor with the names and affiliations of council members.
- c. The Subcontractor shall notify the Prime Contractor of council meetings two weeks prior to the occasions and provide the Prime Contractor with meeting agendas.
- d. The Subcontractor shall provide the Prime Contractor, as part of its monthly report, with the minutes of all council meetings. These minutes reports shall include but not be confined to:
 - i. roster of participants and their affiliations
 - ii. brief description of substantive discussions
 - iii. plans for future activities
- e. The president of the Subcontractor shall be a council member.

3. Program:

The program plan and chronology of events described in the Subcontractor's application shall be utilized by the Prime Contractor to measure the Subcontractor's accomplishments.

4. Data Gathering:

- a. The Subcontractor shall conduct data gathering activities to assist the council in making decisions regarding its program plans and priorities
- b. The Subcontractor shall consult with data collection experts when designing data collection instruments and analyzing data.
- c. The Subcontractor shall provide the Prime Contractor with written explanations of data collection rationale, data collection instruments and plans at least one week before data collection plans are implemented.
- d. The Subcontractor shall provide the Prime Contractor with a copy of the data analyses upon completion.

5. Publicity and Promotional Program:

- a. A publicity and promotional program shall be undertaken by the Subcontractor to inform the full community of the council's interests, plans, and activities
- b. Copies of all publicity and promotional efforts shall be provided to the Prime Contractor prior to distribution, if at all possible, or when distributed.

6. Materials Distribution:

- a. Copies of all council materials distributed to schools, colleges, agencies, and organizations shall be provided to the Prime Contractor.
- b. Council information and resource documents provided to schools, colleges, and organizations shall be made available to interested individuals and groups upon request (cost of reproduction may be charged).

7. Evaluation:

- a. The Subcontractor shall create an evaluation design for the program by May 30. Special attention shall be given to evaluating the processes

by which the council conducts its business and accomplishes its objectives. In-progress evaluation procedures as well as a final evaluation system shall be devised.

- b. The Subcontractor shall consult with evaluation experts in preparing and applying the design.
- c. The Subcontractor shall provide the Prime Contractor with evaluation designs before they are applied.
- d. The Subcontractor shall conduct bi-monthly in-progress evaluations and provide the Prime Contractor with the written results. The first such evaluation shall be completed by June 30, 1977 and the second by August 31, 1977.
- e. The Subcontractor shall provide the Prime Contractor with a final evaluation as part of its final report to be submitted to the Prime Contractor by October 14, 1977.

8. Financial Records:

- a. Detailed financial records shall be maintained by the Subcontractor.
- b. Monthly expense reports with proper documentation shall be provided to the Prime Contractor by the fifteenth day of the month following the month in which expenses were incurred (see Article IV, B).
- c. The Prime Contractor may examine the financial records maintained by the Subcontractor.

9. Reports:

- a. Monthly progress reports shall be provided to the Prime Contractor by the fifth day of each month (see Article IV, A).
- b. A draft final report shall be provided to the Prime Contractor by September 14, 1977. At the completion of the first project period (October 14, 1977), a finished final report shall be submitted to the Prime Contractor.

IV. Reports and Inventory:

A. Monthly Progress Report:

One copy of monthly progress reports shall be submitted to the Prime Contractor by the Subcontractor by the fifth day of each successive month beginning with the April, 1977 report which shall be submitted by May 5, 1977. These reports shall include, but shall not be limited to:

1. Description of work actually accomplished during the reporting period.
2. Milestone chart showing work completed and work that remains to be completed.
3. Any changes made in the program during the reporting period.
4. Plans for the next reporting period.
5. Preliminary or interim results, conclusions, trends, or other items of information that the Subcontractor feels are of timely interest to the Prime Contractor.
6. Problems, revisions, or delays that the Subcontractor has experienced in the council program.
7. Previous problems and difficulties solved.
8. Specific recommendations for actions to facilitate the execution of the overall PROJECT.

B. Monthly Expense Report:

One copy of monthly expense reports shall be submitted to the Prime Contractor by the Subcontractor by the fifteenth day of each successive month. These reports shall include documented listings of allowable expenditures incurred in the execution of the councils program.

C. Final Report:

The Subcontractor shall provide the Prime Contractor with a draft final report by September 14, 1977. A final written report shall be submitted in one (1) reproducible original report and three (3) copies on or before the completion of the first PROJECT period (October 14, 1977). This report shall describe all work

performed. The report shall also include a complete description of how the program was conducted and evaluated, detailed review of the experiences gained during the program, and any other relevant information which may be considered of value to the Prime Contractor. Support documentation shall include copies of all promotional and other materials developed and/or used for implementation of the AACJC PROJECT. A complete inventory of all nonexpendable items purchased with program funds shall also be provided. The Subcontractor shall consult with the Prime Contractor in the preparation of the final report to ensure that the report will contain all elements considered essential by the Prime Contractor.

D. Inventory:

The Subcontractor shall maintain an inventory of all items of non-expendable property (regardless of cost) purchased with PROJECT funds. Upon termination of the Subcontract, these items will be returned to the Prime Contractor. (For the purpose of this Subcontract, non-expendable property means property having a normal life of one year or more.)

V. Consideration and Compensation:

A. Reimbursement for Work Performed:

For performance of work requirements described in this Subcontract, the Subcontractor shall be reimbursed by the Prime Contractor for 100% of actual allowable costs, which in no event shall exceed the total as specified in the budget presented in the Subcontractor's program application. Any cost over this amount incurred in carrying out the councils program will be borne by the Subcontractor. The Subcontractor agrees to use its best efforts to perform all work and obligations under this Subcontract within the total cost set forth herein. The Prime Contractor shall reimburse the Subcontractor for costs in accordance with the clause of the General Provisions for Cost Reimbursement Type Supply Contracts (U.S. Department of Labor, April, 1974) entitled "Allowable Cost, Fixed Fee, and Payment" (a copy of which is attached hereto as Appendix B and incorporated herein.

1. Purchase Orders and Agreements for Services:

a. The following shall require prior written approval of the Contractor's PROJECT Director:

- (1) Purchase or rental of items having unit value exceeding \$100.00,
- (2) Agreements for performance of any of the work contemplated under this Subcontract exceeding \$1,000.00, except for salaries and benefits of program employees.

b. The Subcontractor shall give advance notification to the Prime Contractor's PROJECT Director of all proposed purchase orders or agreements which require prior written approval. The advance notification shall include:

- (1) a description of the vendors, suppliers or services to be called for;
- (2) identification of the proposed vendor or supplier and explanation of why and how the proposed vendor or supplier was selected, including the degree of competition obtained;
- (3) the proposed price analysis thereof; and
- (4) identification of the type of agreement to be used.

2. Consultants:

Any fee or other payment to individuals for consultant services in excess of \$150/day requires prior written authorization by the Prime Contractor's PROJECT Director.

3. Salaries and Wages:

The following are allowable expenses under the Subcontract:

- a. Salaries and wages of employees directly employed in performing work required by this subcontract, exclusive of overtime, shift, and other incentive payments.
- b. Actual cost of fringe benefits.

Overtime shift and other incentive payments require prior written authorization by the Prime Contractor's PROJECT Director.

4. Travel:

Travel and subsistence expenses exclusively in direct performance of this contract shall be reimbursed as follows:

- a. The Subcontractor shall be reimbursed for actual transportation costs and actual and reasonable travel allowances (per diem) of personnel authorized to travel under this Subcontract, in accordance with the established policy of the Subcontractor. Such transportation cost shall not be reimbursed in an amount greater than the cost of first class rail or of economy air travel, unless first class rail or economy air travel space are not available and the Subcontractor certifies to the facts in the voucher or other documents submitted for reimbursement.
- b. The Subcontractor shall be reimbursed for the cost of travel performed by its personnel in their privately-owned automobiles in accordance with the established policy of the Subcontractor; but in no event shall it exceed 15.5 cents per mile, nor shall it exceed the cost by the most direct economy air route between the points so traveled. If more than one person travels in such automobile, no additional charge will be made by the Subcontractor for such travel.
- c. Travel allowances for subsistence (per diem) shall be reimbursed in accordance with the Subcontractor's established policy. Such allowances shall not exceed \$35.00 per day, except when travel is to a high per diem area. (See Appendix C, Travel and Per Diem)

5. Indirect Costs:

Indirect costs shall be allowable up to, but not to exceed 20 percent of total direct costs. If the normally-used overhead rate of the Subcontractor is less than 20 percent, or if the Subcontractor has a government audited rate of less than 20 percent, such low rate shall be used. The agreed upon indirect cost (and agreed upon percentage) are stated in the budget section of the Subcontractor's program application to AACJC.

6. Line Item Limitations and Alterations:

Flexibility of direct costs will be allowed within the Subcontract budget, provided that no single line item of cost shall be increased or decreased in excess of 20%, and further provided that no change is made in the staff salaries or fringe benefits, or that the total estimated cost of this contract is not exceeded.

The limitation on flexibility of Salaries and Fringe Benefits is further limited to exclude any change in the maximum individual and position salaries listed in the "Detail" support to the budget without prior approval in writing, of the Prime Contractor's PROJECT Director.

7. Monthly Payments:

Subject to limitations hereinafter set forth, reimbursements to the Subcontractor shall be made no more frequently than monthly on the basis of actual costs incurred. Reimbursement shall be made by the Prime Contractor upon receipt from the Subcontractor of Progress Reports required in accordance with Article IV, A and a statement of costs incurred to date, including receipts and invoices, as required in accordance with Article IV, B.

VI. Insurance Requirements:

In accordance with the Provisions of General Provision No. 18 entitled "Insurance (Liability to Third Persons)" the following kinds and amounts of insurance must be procured and maintained in force during the lifetime of the above numbered Subcontract.

A. Workman's Compensation. In the amounts required by State law or the United States Longshoremen's and Harbor Workers' Compensation Act (33 U.S.C. 901).

B. Occupational Diseases Insurance. As required by applicable law. In any area where all occupational diseases are not compensable under applicable law, insurance for occupational diseases shall be secured under the employer liability section of your insurance policy. Minimum per accident \$100,000.

C. Employer Liability. This insurance is to cover any liability imposed upon an employer, by law, for damages on account of personal injuries, including death resulting therefrom, sustained by his employees by reason of accident.

D. General Liability Insurance (Bodily Injury): This insurance protects the insured against claims arising from bodily injury or death to third parties occurring on its business premises or through its operations, except those arising from motor vehicles away from the premises, those covered by any Workman's Compensation Law, and other exclusions stated in the policy. The required coverage for bodily injury shall be \$100,000 per person and \$300,000 per accident.

E. Automobile Liability: The required coverage is \$100,000 per person and \$300,000 per accident for bodily injury and \$5,000 per accident for property damage.

The types and minimum limits reflected above for vehicle insurance shall apply to any vehicle operated or used in connection with performance of official business under this Subcontract. In the event a privately-owned vehicle is used the Prime Contractor's share of insurance premiums, including any additional coverage required to conform with the above limits, shall be prorated in accordance with the vehicle's actual use while conducting business under the terms of this Subcontract.

VII. Occupational Safety and Health Act:

A. In the performance of this Subcontract, the Subcontractor agrees to provide all trainees, who are not employees, with safety and health protection which shall be at least as effective as that which would be required under the Occupational Safety and Health Act of 1970 (29 U.S.C. 651 et seq.) if the trainees were employees of the contractor thereunder.

B. All records pertaining to injuries and illnesses of trainees who are not employees shall be maintained in accordance with the provisions of Part 1904 of Title 29 of the Code of Federal Regulations.

C. Failure of the Subcontractor to comply with the provisions of this clause shall be grounds for the termination of this Subcontract or the "Debarred, Suspended, and Ineligible Bidders" procedures of the Federal Procurement Regulations and the Department of Labor Procurement Regulations.

VIII. Cancellation and Arbitration:

A. Cancellation: In the event that the Subcontractor fails to perform its obligations hereunder in a manner satisfactory to the Prime Contractor, Prime Contractor may cancel this Subcontract under the procedures described in Clause 10 (Termination for Default or Convenience of the Government) of the General Provisions attached hereto as Appendix B. In reading this clause, it shall be understood that "Government" means Prime Contractor and "Contractor" means Subcontractor.

B. Arbitration: All disputes and controversies of every kind and nature between the parties hereto arising out of or in connection with this Subcontract as to the existence, construction, validity, interpretation or meaning, performance, nonperformance, enforcement, operation, breach, continuance, or termination thereof shall be submitted to arbitration pursuant to the following procedure:

- a. Either party may demand such arbitration in writing within 30 days after the controversy arises, which demand shall include the name of the arbitrator appointed by the party demanding arbitration, together with a statement of the matter in controversy.
- b. Within 30 days after such demand, the other party shall name his arbitrator, or, in default thereof, such arbitrator shall be named by the Arbitration Committee of the American Arbitration Association, and the two arbitrators so selected shall name a third arbitrator within 30 days or, in lieu of such agreement on a third arbitrator by the two arbitrators so appointed, a third arbitrator shall be appointed by the Arbitration Committee of the American Arbitration Association.
- c. Each party shall bear his own arbitration costs and expenses.
- d. The arbitration hearing shall be held at a place designated by the third arbitrator on 30 days' notice to the parties, the arbitration

rules and procedures of the American Arbitration Association shall be incorporated by reference therein, and the law of evidence at the place of hearing shall govern the presentation of evidence therein.

- e. The arbitration hearing shall be concluded within 30 days unless otherwise ordered by the arbitrators and the award thereon shall be made within 30 days after the close of the submission of evidence. An award rendered by a majority of the arbitrators appointed pursuant to this agreement shall be final and binding on all parties to the proceeding during the period of this agreement, and judgment on such award may be entered by either party in the highest court, state or federal, having such jurisdiction.
- f. The parties stipulate that the provisions hereof shall be a complete defense to any suit, action, or proceeding instituted in any federal, state, or local court or before any administrative tribunal with respect to any controversy or dispute arising during the period of this agreement and which is arbitrable as herein set forth. The arbitration provisions hereof shall, with respect to such controversy or dispute, survive the termination or expiration of this Subcontract.
- g. Nothing herein contained shall be deemed to give the arbitrators any authority, power, or right to alter, change, amend, modify, add to, or subtract from any of the provisions of this Subcontract.

IX. Monitoring

The Prime Contractor shall appoint a representative to monitor the Subcontractor's performance. Monitoring visits shall be conducted to review, evaluate, and make recommendations for the improvement of the Subcontractor's individual councils program. The Subcontractor agrees to make pertinent records available during the monitoring visits and shall otherwise cooperate in the monitoring and evaluation process to ensure that the councils program is carried

on as specified herein and that improvements are made as may be required.

X. Personnel:

The Subcontractor will assign _____

as its Administrator for its individual councils program. The Director of the overall PROJECT for the Prime Contractor will be James R. Mahoney.

XI. Property Rights:

All property rights, including publication rights, in the interim and final reports produced by the Subcontractor in connection with the councils program provided for hereunder shall vest in the Employment and Training Administration.

XII. Conflicts Between Contract, Proposal and Subcontract:

In interpreting the terms of this Subcontract all terms and provisions hereof shall be subject to the terms and provisions of said Prime Contract No. 99-7-784-42-09. Consistent interpretation should be given to all terms and provisions of both contracts whenever possible; in the event of any conflict in such terms and conditions, however, the language of Prime Contract No. 99-7-784-42-09 shall prevail.

XIII. Term of Agreement:

The performance period of this agreement shall be from February 15 through October 14, 1977.

XIV. Budget: See following pages.

(222)

APPENDIX A

Plan of Action

(223)

A P P E N D I X B

General Provisions for Cost Reimbursement Type Supply Contracts

Modification, Dated April 1974

Amendment #1, Dated October 1974

Amendment #2, Dated August 1976

11. REIMBURSEMENT FORM



(224)

Program To Create Community Education-Work Councils

Form I

Reimbursement Form

For Period: _____ to _____

Name of Institution _____

Name of Person Submitting form _____

<u>Actual</u>	<u>Expenditures</u>
I. Salaries and Benefits (attach form #2)	\$ _____
II. Travel and Per Diem (attach form #3)	\$ _____
III. Office Operations (telephone, postage equipment, reproduction, printing, etc.)	\$ _____
IV. Overhead _____%	\$ _____
TOTAL	\$ _____

(225)
Program To Create Community Education-Work Councils

SALARIES AND BENEFITS

For Period _____ to _____

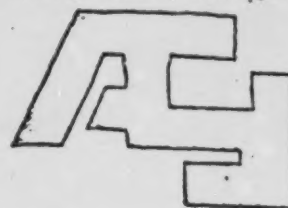
Institution _____

City/State _____

<u>TITLE</u>	<u>NAME</u>	<u>EARNINGS</u>	<u>BENEFITS</u>	<u>TOTAL TO BE REIMBURSED</u>
Administrator	_____	\$ _____	\$ _____	\$ _____
Coordinator/ Assistant	_____	\$ _____	\$ _____	\$ _____
Secretary	_____	\$ _____	\$ _____	\$ _____
Consultant (attach description of work performed & base for pay)	_____	\$ _____	\$ _____	\$ _____
Consultant (attach description of work performed & base for pay)	_____	\$ _____	\$ _____	\$ _____
Other (list):	_____	\$ _____	\$ _____	\$ _____
_____	_____	\$ _____	\$ _____	\$ _____
_____	_____	\$ _____	\$ _____	\$ _____
_____	_____	\$ _____	\$ _____	\$ _____
TOTAL TO BE REIMBURSED				\$ _____

American Association of Community and Junior Colleges.
(226)

FORM #3



Program To Create Community Education-Work Councils

TRAVEL EXPENSE REPORT *

TRAVELER'S NAME _____

INSTITUTION _____ CITY/STATE _____

	SUN	MON	TUE	WED	THU	FRI	SAT	
Date								
City								
								TOTAL
Breakfast								
Lunch								
Dinner								
Lodging								

Air/Rail Travel								
Private Car								
15.5¢ x Miles								
Taxi and Limousine								
Tips								
Other (please explain)								
TOTAL EXPENSES								

*Attach all receipts

265

12. FINAL REPORT FORM

DRAFT FINAL REPORT FORM

I. Chronology of major events (subcontract award, administrator's employment, employment of other staff, council meetings, initiation of council programs, project related travel outside of state, etc.)

II. Milestone chart with narrative review of each objective/activity in terms of current status; identification of any discrepancies between original plans and actual performance for each objective/activity; description of important changes made in the objective/activities array with explanation for each

III. Major achievements (programs/activities initiated, programs/activities completed, organization of the council, etc.)

IV. The Council:

- A. Description of methods used to identify potential members and to form council
- B. Attached current council membership list
- C. Describe current council membership representation by completing the attached form

D. Meeting dates:

- 1. full council
 - a. substance of each meeting
 - b. decisions reached
 - c. resulting activities
- 2. steering committee
 - a.
 - b.
 - c.
- 3. task groups
 - a.
 - b.
 - c.
- 4. subcouncils
 - a.
 - b.
 - c.

E. Describe the organizational structure of the council; include a graphic

F. Describe the extent to which collaboration has been achieved (use specific, concrete evidence)

G. Describe any institutional changes which have occurred as the result of the council's work or influence (an academic school instituting occupational courses, a labor union opening up apprenticeship opportunities for individuals who would not have qualified earlier, etc.)

H. List the prioritized objectives of the council and identify the local problems which make these objectives significant

I. List the tentative plans/programs for the second funding period (incorporation forums on manpower planning, businessman's counseling bureau, workshops for teachers and counselors, career education conferences, etc.)

V. Financial and resource contributions made to the program

- A. the college
- B. other organizations

Categorize these contributions in the following lines:

personnel
office supplies and equipment
travel
council activities
overhead

Identify items for which there are receipts and those which are estimates

- VI. Problems experienced throughout the program
 - A. describe solutions applied to individual problems
 - B. describe the results of the solution application
 - C. describe those remaining
- VII. Recommendations for:
 - A. improving AACJC assistance
 - B. improving DOL assistance
 - C. improving NMI and NAB relationships
 - D. refining the original program concept (Anything impractical about the Wertz idea or in AACJC's interpretation of it? Anything missing from it? etc.)
 - E. improving council performance
 - F. improving personal performance
 - G. improving evaluation consultancy
 - H. improving AACJC subcontract requirements
 - I. other
- VIII. Describe the community's response to the council and/or the concept
- IX. Other (include details on issues not covered in the sections above)
- X. Personal observations/reactions (this is room to write personal comments on any program-related point)

C U R R E N T C O U N C I L M E M B E R S H I P

	numbers	percentage
Manufacturing*		
Public Service*		
Education		
Organized Labor		
Business*		
Associations		
Parents		
Media		
Youth		
Others (identify)		
Totals:		

*Manufacturing: larger, product producing companies

*Public Service: government (local, state, regional, federal)

*Business: service and retail enterprises (banks, insurance, law offices, hospitals, doctors, etc.)

Adapted from Richard A. Sockol's "Evaluation Report #1", Education-Work Council Program, Assnuntuck Community College, p. 16.

B U D E T R E V I E W S H E E T (230)

Line Items	original	date: modifications	current expenditures	expected expendi- tures thru Oct. 15	expected balance as of Oct. 15
270					
					271
Totals					

13. SAMPLES: INFORMATION EXCHANGE

THE WORK-EDUCATION EXCHANGE

New Ways . . . New Means

Vol. 1, No. 3

A Publication of the National Manpower Institute

May-July 1977

EDUCATION-WORK COUNCILS: A COMMUNITY COLLEGE PERSPECTIVE

by Edmund J. Gleazer, Jr.

The rationale for education-work councils is patently clear and reasonable. It involves first, consistency with the new principle of decentralization and second, the creation of a "coalition constituency," a collaboration among local persons and organizations.

The concept of decentralization holds that local problems can best be handled by local individuals and institutions. The vested interests of community members in the solution of their own problems, their familiarity with local idiosyncracies, and their awareness of local resources that might be used to address these problems qualify them as the most logical centers for solving problems. Impetus for local action may come from outside (the federal government, for example) and assistance may be provided by other than local sources, but the agenda for action and the action itself must be the work of the local citizenry.

The second significant concept undergirding the council idea is collaboration. Basically, it means that organizations or individuals join together as equal partners to accomplish goals which will benefit themselves and the wider community. It means that no single agency or individual predominates and that the relationship is a voluntary one. It implies further that each of the partners in this relationship is willing to share its "turf" when it is reasonable and necessary in order to achieve goals.

The first concept has been generally accepted and applied over the past decade. The second concept, although universally applauded in the abstract, has seen little practical application, probably because it requires much from both individuals and institutions. It is much more comfortable to continue to think and behave as we have been, in our separate capacities, than it is to test new thoughts and behaviors. The variables in institutional and individual relationships are so numerous that collaboration may appear to be a nearly impossible task. Yet, in spite of the seeming barriers to achieving real collaboration, the times call for it.

The coming-of-age process is always difficult and, during the last few decades especially, conditions have encouraged us to focus attention on other concerns, leaving youth's maturation process for our schools to handle. However, significant changes in our economy over the past few years (as well as other national trends that are spelled out in The

Boundless Resource and in Schumacher's *Small is Beautiful*) require that local energies, influences and resources be coalesced to help young people move from the world of education to the world of work. Such a concentrated effort must be made if we are to prevent the development of a generation of malcontents who feel abused by the system and thus are not committed to its health or longevity.

The philosophy and purposes of community colleges make them one obvious choice as council initiators. They are guided by local boards, used by local citizens, and in most cases, supported by local tax dollars. In the occupational curriculum areas they are advised by local artisans and professionals. Through these arrangements the colleges have developed working relationships with most community organizations and the individuals who administer them. Thus, the creation of a community education-work council is an extension of what the colleges have been doing all along. Further, the charter of community colleges includes the responsibility to help the community clarify its needs, interests, and problems, and then to apply its resources to meet the needs, to satisfy the interests and to solve the problems. It is for some of these reasons that Willard Wirtz, in his keynote address before the AACJC convention in Denver this year, described community-based education and community colleges as possibly the most significant local invention of this century in this century.

Since, in addition to community colleges, other organizations are initiating community education-work councils, it might be expected that the nature of individual programs would vary depending on the character of the organization responsible for its initiation. We fully expect that differences among the NMI, NAB and AACJC programs will not be determined so much by the initiating organization as by the nature of the community in which each council is operating just as individual communities have distinct characteristics so will the activities of each council have a unique focus. The common thread will be a concentration on youth transition problems and a concern about the collaborative process by which such problems are solved.

—Dr. Gleazer is President of the American Association of Community and Junior Colleges.

The Work-Education Consortium

Consortium Notes

The Work-Education Consortium is a collaborative initiative among Federal Agencies, national organizations and participating communities. The Work-Education Exchange will occasionally invite representatives of these various constituencies to contribute to CONSORTIUM NOTES.

The AACJC Communities

Dr. Gleazer's comments on the first page of this issue describe the fit of the education-work council concept with the philosophy and activities of community colleges. It is a connection many individual colleges recognize, as evidenced by the response to the American Association of Community and Junior Colleges' announcement of the Work-Education Council Project.

A competitive application procedure was used to select the six community colleges to initiate community education-work councils for their areas under the sponsorship of the American Association of Community and Junior Colleges. Formal notice of AACJC's contract was mailed to more than 1,200 community, junior, and technical colleges across the country in mid-December 1976. 300 individual colleges requested and were sent the application guidelines and thirty-seven colleges completed applications by the closing date.

The applications received were excellent. They came from colleges located in rural areas and in metropolitan communities, from traditional institutions and colleges without walls, and from nearly every geographical region of the country.

Although there was general consistency in the proposed plans presented in the colleges' applications (the guidelines stated that *The Boundless Resource* should be used as a reference), each stressed different activities. One talked about the special need to improve existing career education programs; another indicated that there was a need to establish a regional technical training center; and a third focused on creating small business opportunities. This variety in focus suggests, among other things, that the colleges shaped their programs to match local needs. This variety is important, also, because at the end of the project a number of specific models will be available to communities across the country.

Each of these colleges has two main tasks: to initiate a council and to provide support services for its operation. None of the colleges has approached its responsibilities in quite the same way, but generally the course taken has been first to identify a few significant local individuals as the nucleus of the council. This nucleus then reaches out to involve others whose professional positions and interests are consistent with the intents of the council. Council membership ranges from approximately 25 in one community to about 60 in another. In the larger councils, work groups are

being organized to address specific problem areas. Once the councils are established, college project personnel will serve as staff for them.

Only first steps have been taken so far, but the energy and enthusiasm expressed by program staff at each college, together with the commitment which local officials have demonstrated, suggest that the practicability of the concept will be given a good trial.

—by James R. Mahoney, Project Director

Consortium Participants Meet for Three-Day Conference

In three intensive days of talking and listening in early April, the national Work-Education Consortium took shape. Ninety participants representing 32 communities; the State of New Jersey project; three Federal Agencies; and three "facilitating" agencies, the National Manpower Institute (NMI), the American Association of Community and Junior Colleges (AACJC), and the National Alliance of Businessmen (NAB) met at Columbia, Maryland, to share their knowledge and their hopes for the project.

Brought together because of their shared involvements in youth transition ideas and activities, the participants focused their attention on the multi-faceted problems of establishing their work-education councils as viable, respected, effective institutions. This central concern was addressed directly by Robert J. McConnon, Deputy Assistant Secretary for Employment and Training in the Department of Labor. McConnon announced that DOL was pleased with the variety and quality of community initiatives included in the Consortium and implored the conference participants to successfully demonstrate that local collaborative efforts can be effective vehicles for community change.

Equally important to project participants was the clear evidence of cooperative spirit at the federal level. The Federal Interagency Steering Committee on Education and Work was represented by Richard Devlin (DOL), Justine Rodriguez (HEW) and George Pratt (Commerce), whose proven record of collaboration was reflected in the simple but impressive fact that these varied communities were now meeting together as a national consortium. Community council representatives noted that the role of the Federal Agencies as facilitators among the individuals, communities and institutions involved in youth transition activities was clarified and reinforced by the participation of the Steering Committee members.

The enthusiasm of the participants was evident in their continuous informal exchanges of ideas and experiences. These exchanges began with the first reception on the evening of April 4 and were still active after the final luncheon on April 6. The informal interaction was itself noted as a source of great satisfaction to the participants and contributed significantly to their sense of shared commitment.

The conference agenda was designed to raise and provide analysis of critical issues for education-work councils. Workshop sessions were held on:

- council organization and goals
- council operational strategies and activities
- project evaluation
- work and service experience opportunities
- occupational information and placement
- guidance and counseling
- Consortium project relationships

Recognizing that local problem solving — with all the strengths and weaknesses that concept involves — is the essence of the Consortium venture, federal, local and institutional participants used these sessions to establish mutual understanding of the scope of particular issues and of responses currently being considered.

A report of the conference is being prepared and will be available through the Institute.

—by Gerry Gold, Program Officer

Consortium Communities Funded

Each of the communities selected for participation in the National Manpower Institute's 21-member Consortium was eligible to apply for funding (not to exceed \$50,000 for the first year) from the Department of Labor. Each community prepared a proposal outlining planned council activities, projected expenses and financial or other support expected from other sources. All 21 communities have now received funding commitments from DOL.

Funding requests varied depending upon the stage of development of the council and the amount of local funds or in-kind support committed. Some requested funds for financial support for basic council development and staffing, while others will use DOL monies to enable them to expand their activities and carry out special projects they would otherwise be unable to do. All of the councils intend to provide basic "brokering" services among the constituent groups involved in youth transition issues and programs in the community. Many plan to survey local education, experience, and employment opportunities in order to design a comprehensive approach to coordinating existing opportunities and creating new avenues for transition experiences where none exist. Some councils plan to provide clearing-houses of information on local resources for young people, and a few to provide the design and actual delivery of programs where there is a need not being met by any existing institution.

While space does not permit the listing of the proposed activities of all the councils, the examples below are illustrative of the variety of innovative programs being planned.

- Oakland, California, requested funds to recruit, train and coordinate the activities of a corps of volunteers to develop career exposure programs for young people. The volunteers will begin by surveying existing opportunities, encouraging the development of additional ones, and then brokering arrangements between young people, service agencies, schools and employers.
- Charleston, South Carolina, will help to develop a series of programs for out-of-school, out-of-work youth who do not qualify for present programs for either the

disadvantaged or unemployed. The council will also coordinate summer workshops and broker summer work experience opportunities for counselors.

- The Industry-Education Council of California sought funding for a "Process Building Project." The Council will develop three process models as it provides assistance to three local councils which represent the best, middle and nominal stages of development. Structured opportunities will be provided for other councils within the statewide organization to adapt aspects of the three models. The IEC will also give special assistance to a newly forming council to identify and demonstrate the "start-up" process.

- Gratiot County, Michigan, plans to hire work-study students as interns to aid in expanding their volunteer network and to develop media materials relevant for rural youth.

- The Livonia, Michigan, Council will compile local occupational information by coordinating its efforts with the Michigan Occupational Information System, now being piloted in the Livonia schools.

- Jamestown, New York, will use funds to develop local leadership for their labor-management committees which have been relying on outside consultants in the past. The Committee is also developing curriculum materials for the secondary school level that deal with the role of organized labor in the economic and societal development of this country.

- The Worcester, Massachusetts, Career Education Consortium will use funds to provide technical assistance to neighboring communities and to initiate statewide "networking" among groups in Massachusetts interested in education-work initiatives. They also plan to test communications models to determine how best to effectively create a climate of awareness of youth transition problems and solutions.

Resources

Easing the Transition From Schooling to Work, Harry F. Silberman and Mark B. Ginzberg, Issue Editors. 1976, 122 pp.

By holding each "chapter" to about four pages, the editors are able to provide the reader 20 different topics by 20 different authors, and still have a small, readable book of just 122 pages. The topics range among youth problems; work experience and cooperative education; placement services; work redesign; and lessons from England, China, Latin American and Synanon. There is a chapter on "Community Councils as an Intermediate Institution," and two articles on new roles for community colleges. Available from *New Directions Subscriptions*, Jossey-Bass, Inc., 615 Montgomery St., San Francisco, California 94111, \$5.00. The book is one of a series titled *New Directions for Community Colleges*. When ordering, request Vol. IV, No. 4, Winter 1976.

Resources

Work, Learning, and the American Future, by James O'Toole. 1977, 238 pp.

In his new book, O'Toole examines some prevalent assumptions that have hindered innovative education and work policies—that education must be “job-oriented,” that “work is by nature demeaning, dull, and scarce,” that we have unsolvable problems of underemployment and of college graduates “overeducated” for available jobs, and that satisfying jobs cannot be created. O'Toole puts these “faulty” assumptions aside and develops a basis for planning for a “quality society” that would provide for fuller development of the human resource through learning and work, and would provide more—and more satisfying—jobs without conflicting with rational economic, social and environmental goals. Order from Department CHE, Jossey-Bass, Inc., 615 Montgomery St., San Francisco, California 94111. \$10.95.

Comprehensive Career Education in a University: Reflections, Donald A. Casella, Editor. 1976, 162 pp.

This publication was one result of a year-long experiment, a demonstration project infusing the principles and practices of career education throughout the divisions and departments of the University of Alabama. This volume is designed to be a companion to Volume I, the final Technical Report and Evaluation. It contains reflections on the year's experience and will prove valuable to others who may embark in the same direction. Copies of these reports can be obtained from the Institute of Higher Education Research and Services, Box 6293, University, Alabama 35486.

“Experiential Education and Revitalization of the Liberal Arts,” by Robert F. Sexton and John B. Stephenson. 1975, 20 pp.

This article by Sexton and Stephenson is one of the more useful articles on the relationship of experiential education to the liberal arts. Three contemporary societal dangers are reviewed: the disasters technology seems to forecast for the humanities, a resulting sense of personal powerlessness, and the replacement of concern with the humanities by the drive toward vocational education and training for specific careers. The authors believe that these threats to the liberal arts may be offset through experiential education and related work experience programs. This article can be found on pages 177-196 in *The Philosophy of the Curriculum*, by Sidney Hook, Paul Kurtz and Miro Todorovich, Prometheus Books, Buffalo, New York. \$10.95.

National Organizations

Council for the Advancement of Experiential Learning

The Council for the Advancement of Experiential Learning (CAEL) originated in 1974 from a joint project of the Educational Testing Service and ten institutions of higher education. The number of CAEL members has since grown to more than 260 colleges and universities.

Recently a \$975,000 grant to provide college students practical experience in their fields of study was made to CAEL by the W. K. Kellogg Foundation of Battle Creek, Michigan. This new project will expand and improve experiential, or experience-based, learning programs in more than 200 colleges and universities throughout the U.S. during the next five years. In experiential learning, as defined by CAEL, the student works directly with the realities being studied, either through public service, paid work, internships, or other means.

Each of the project's colleges and universities will carry out a three-year effort to achieve more extensive use of experiential learning, to improve current programs, to more reliably assess what students learn away from the classroom, and to improve cost effectiveness of experiential learning programs. An estimated 2000 faculty members and 400 administrative staff persons will be involved in the project. As part of its work with faculty and administrators, CAEL will conduct two nationwide surveys of current practices in experiential education at postsecondary institutions. Survey findings will be published as well as annual directories of the individual programs. For further information, contact Dr. Morris T. Keeton, Executive Director, Council for the Advancement of Experiential Learning, American City Building, Suite 403, Columbia, Maryland 21044.

Girl Scouts of the U.S.A.

The Girl Scouts of the U.S.A. have received a grant from the Office of Career Education to develop a career awareness exploration project for Cadette and Senior Girl Scouts. The project, called “From Dreams to Reality,” will display a variety of female role models in a wide range of careers, will provide career exploration activities as well as “hands-on” experience, and will stimulate non-stereotypic thinking and creative approaches to careers. The project will develop five specific career exploration packages for Girl Scouts and training materials for Girl Scout leaders along with a booklet of guidelines for linking troop activities with the community. For further information contact Nancy Garfield, Program Department, Girl Scouts of the U.S.A., 830 Third Avenue, New York, New York 10022.

Coalition for Alternatives in Postsecondary Education

The establishment of the Coalition for Alternatives in Postsecondary Education was announced by Francis Macy, first General Secretary of the Coalition, at the National Conference of the American Association for Higher Education in March 1977. The Coalition is an alliance of eleven national organizations working to increase the number and quality of learning opportunities available to persons of all ages. These organizations are active in assisting the growth of such alternatives as community, business and public service internships; academic credit by examination, through non-collegiate courses and by means of experiential learning; community-based information, counseling and instructional opportunities; community education-work councils; free universities and learning exchanges; and personnel development and life-long learning. The first purpose of the Coalition is to increase understanding and support of alternatives in postsecondary education; the second is to improve communication and collaboration among organizations and individuals working for such alternatives. The Coalition's charter member organizations include the National Manpower Institute and the National Center for Educational Brokering which will soon be located at the Institute. For further information, write or call Francis U. Macy, General Secretary, Coalition for Alternatives in Postsecondary Education, 405 Oak Street, Syracuse, New York 13203. (315) 425-5275.

Government Programs

Experience-Based Career Education

The Experience-Based Career Education concept has been developed by the National Institute of Education and four regional educational laboratories to help bridge the gap between the secondary school classroom and the community. EBCE combines learning activities outside and within the school into a balanced, comprehensible, individualized program for high school students.

Early in 1971, at the instigation of the U.S. Office of Education and under the direction of the National Institute of Education, four regional educational laboratories began developing pilot programs to test the EBCE concept in several different community settings. These first four programs were developed in Charleston, West Virginia; Oakland, California; Philadelphia, Pennsylvania; and Tigard, Oregon. The four laboratories were given common guidelines for designing Experience-Based Career Education programs. Each laboratory then developed its own model, following the guidelines but adapting them to local situations. All were developed cooperatively by people in each com-

munity who were willing to share their knowledge, experience, talent and suggestions to realize program goals — employers, employees, labor representatives, educators, parents, students, citizens.

The program has expanded so that now more than 80 different educational agencies in 46 states and the District of Columbia are operating EBCE variations. The four original EBCE models developed by the regional laboratories are designated as demonstration sites, three of which are located in the Work-Education Consortium communities of Portland, Oakland and Philadelphia. In addition, the Consortium communities of Lexington, Lincoln, Seattle and Worcester are currently implementing the EBCE program, under several different designations.

Some sites are funded under Part D of the Exemplary Program amendments to the Vocational Education Act (VEA) of 1963, through which the U.S. Office of Education has entered into contracts with various education agencies for demonstration of NIE's EBCE program. VEA-Part D grants were awarded last fall to 55 sites to adapt EBCE strategies, materials and procedures to meet unique local needs; they will be purchasing EBCE training and technical assistance through funds provided by their VEA-Part D grants.

Anticipating the growing interest in EBCE, the National Institute of Education and the four laboratories have developed practical, step-by-step implementation manuals for all four models. The laboratories can also provide technical assistance and staff training to help develop EBCE in new settings. Brokers are available to visit in communities at their request. Any of the following project directors has information on EBCE and all four models:

Harold Henderson
Appalachia Educational Laboratory
P.O. Box 1348
Charleston, West Virginia 25325
(304) 334-8371

Robert Peterson
Far West Laboratory
1855 Folsom Street
San Francisco, California 94103
(415) 565-3130

Rex Hagans
Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204
(503) 248-6822

Michaelita Quinn
Research for Better Schools
Suite 1700
1700 Market Street
Philadelphia, Pennsylvania 19103
(215) 561-4100

Government Programs

National Occupational Information Systems (NOIS) Project

The Department of Labor is currently funding eight states to develop computer-based occupational information systems to aid young people and others to learn about career opportunities and to provide them with the information necessary to pursue their interests. The systems are being developed in Alabama, Colorado, Massachusetts, Michigan, Minnesota, Ohio, Washington, and Wisconsin under three to four year declining grants which began in Fiscal 1976, with the expectation that they will be operating without federal support by the end of the final grant year. A national office in the Employment and Training Administration is providing technical assistance to the states and administering the program.

Although the systems differ in some details, they all contain statewide files on careers, occupations, employment outlook, required education and training, availability and cost of that training, and in many cases, availability of financial aid and resource persons in the community. The delivery systems in most states include interactive computer terminals, manually accessed files and accompanying audio-visual materials located in such places as the public school system, vocational and technical schools, community colleges, universities, correctional institutions and public agencies such as employment service offices.

For further information write to National Occupational Information Service, Employment and Training Administration, U.S. Department of Labor, 601 D Street, N.W., Room 9122, Washington, D.C. 20213.

An additional source of information on computer-based guidance and information systems covering privately developed systems as well as those that are government sponsored, is the January *Bulletin* published by the National Center for Educational Brokering, which describes a number of systems, giving contacts for more information; discusses the advantages and limitations of computer-based systems; includes a list of relevant publications and brief descriptions of the eight state projects with contact persons. Write to *Bulletin* Editor, National Center for Educational Brokering, 405 Oak Street, Syracuse, N.Y. 13203 for a free copy of their January 1977 *Bulletin* (Vol. 2, No. 1).

Vocational Exploration Program

The Vocational Exploration Program (VEP) is sponsored by the Human Resources Development Institute (HRDI) of the AFL-CIO and the National Alliance of Businessmen. The Program was funded in 1976 by the Department of Labor as a demonstration project in 18 cities. It has been expanded in 1977 to include approximately 50 cities including six cities in the NMI Work-Education Consortium: Buffalo, New York City, Oakland, Philadelphia, Portland and Seattle.

Under this Program, disadvantaged youth between the ages of 16 and 21 will be provided an opportunity to explore vocations in the private sector during the summer. Enrollees will participate in orientation to the various work activities carried out by the employer, will review the interrelationships among these activities and the training and education needed for employment in these areas, will be exposed to individual jobs in the employer's organization, and will be introduced to the basic principles and practices of the free enterprise system and of trade unions.

Vocational exploration will be accomplished through a combination of on-site experience, classroom training, audio-visual presentations, interaction with employees, and such other means as the employer and HRDI wish to use. Each city will determine locally the allocation of \$88,000 within the general guidelines of providing approximately 91 slots of 320 hours each at \$2.30 per hour from May 16, 1977 to September 9, 1977.

Conferences & Workshops

Life Cycle Planning for Full Employment: New Strategies for Education, Work, and Retirement in America.

The Life Cycle Planning Conference which was held in Washington, D.C., April 20-22 attracted 500 participants to hear speakers who ranged from Cabinet Secretaries to high school students "examine and challenge some basic assumptions about the way American society organizes education, work and retirement as sequential, isolated activities."

One of the most significant themes to emerge involved the notion of a political action coalition of youth and older adults around social issues, sometimes extended to include a concrete "third party" and a link with environmental activists. Among the speakers and panelists who touched on this area were Willard Wirtz, Alex Haley, Studs Terkel, Maggie Kuhn and Alex Comfort.

Also evident was a commitment to discovering "new economic strategies" to cope with the problems of employment and unemployment. Ivan Illich stressed this in his opening address, and sessions which followed, with such participants as Gar Alperovitz, Louis O. Kelso, and James Gibbons, also focused on this point.

Participation by Labor Secretary Ray Marshall and Commerce Secretary Juanita Kreps indicated an interest on the part of the federal government to ally with the conferees' strategic perspective.

Conference proceedings are available, and a series of additional one-day conferences is being planned. The Center for Policy Process will be acting as a clearinghouse of ideas on "helping people out of their life boxes." For information write to the Center for Policy Process, 1755 Massachusetts Ave., N.W., Washington, D.C. 20036.

—by Mark Schulman, Antioch College

Legislation

Career Education Act Passes House

On April 5th, the "Elementary and Secondary Career Education Act of 1977" (H.R. 7-Perkins, D-Ky.) was overwhelmingly approved by the House of Representatives by a vote of 398 to 14. The legislation authorizes \$275 million over five years to fund increased emphasis on and availability of career education programs in elementary and secondary schools.

The bill places the responsibility for administering the program with the Office of Career Education in HEW, which will review state plans and applications, provide technical assistance to states and territories, and take a national leadership role in furthering the purposes of the legislation. The National Advisory Council on Career Education and the National Institute of Education will continue their efforts in career education.

Funds will be transferred to state boards of education from the federal government through an application procedure. The state must retain a state-level career education coordinator and provide for the administration and coordination of programs assisted under this legislation. In addition to providing program development and leadership directly, states may enter into agreements with or make grants to private and public agencies and organizations (including institutions of higher education and local education agencies) for comprehensive programs in career education. These programs would include: conducting state-wide needs assessment studies, developing and implementing career guidance, counseling, placement and follow-up services, establishing and operating community career education councils, training local career education coordinators and various other activities making up comprehensive career education programs at the state and the local levels.

A companion bill (S. 1328) has been introduced in the Senate and referred to the Committee on Human Resources Subcommittee on Education, Arts and the Humanities.

—by Leslie Rosow

Institute Notes

While the Work-Education Consortium is the National Manpower Institute's primary activity in the youth transition area, the Institute does additional work in closely related youth policy areas. This column will be devoted to news of the Institute's related activities presented in much the same manner as news of other national organizations.

Youth Transition to Work: Synthesis, Analysis, and R & D Strategy Project

The National Manpower Institute was recently awarded a contract by the Department of Labor to assist in the formulation of a coherent research and development strategy designed to provide new knowledge and understanding of youth transition to work problems. The objective of the project is to develop a strategy that will enable the Office of Research and Development to sponsor a series of projects which will address the employment-related problems of youth and will provide a better knowledge base on which to formulate future DOL employment-related policies and programs for youth. In Phase One of the project, NMI will identify current and projected employment-related problems of youth, assess programs which address these problems, and discuss major employment-related youth policy and program issues. Based on the synthesis and analysis conducted during Phase One, NMI will identify existing gaps in knowledge of youth employment-related problems and will recommend possible innovative programs for testing which will serve as the basis for developing a comprehensive R&D strategy.

PLEASE CIRCULATE

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If you know someone who would like to receive *The Work-Education Exchange*, please ask them to send the form below to: Information Exchange Service, National Manpower Institute, 1211 Connecticut Avenue, N.W., Suite 301, Washington, D.C. 20036.

Mr. Ms. Miss Mrs. Dr. Other _____

Academic or Business Title _____

School or Organization _____

Address _____

City, State, Zip _____

THE WORK-EDUCATION EXCHANGE serves as the newsletter of the Work-Education Consortium. The Consortium is a collaborative initiative, sponsored by the Department of Labor, of communities organizing themselves to assist youth in the transition from school to work, of several national organizations dedicated to supporting the activities of these communities, and of the Federal Interagency Steering Committee on Education and Work. The Consortium welcomes information and materials from our readers on initiatives which encourage collaboration among educators, employers, representatives from labor unions, service agencies and other community organizations to aid young people in the transition process. Such information should be sent to the Information Exchange Service, National Manpower Institute.

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THE NATIONAL MANPOWER INSTITUTE is concerned with the full development and use of the human potential; development and implementation of education-work policy; elimination of time traps which separate life into youth for education, adulthood for work, retirement for obsolescence; and rational integration of education, manpower, and economic policy.

Willard Wirtz, Chairman, Board of Trustees; John N. Gentry, President; Archie E. Lapointe, Executive Vice President; Paul E. Barton, Senior Associate; Dennis Gallagher, Associate Executive Director.

The National Manpower Institute, a private non-profit institution based in Washington, D.C., supports its activities through grants, contracts and private contributions.

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THE WORK-EDUCATION EXCHANGE

New Ways - New Means

Vol. 1, No. 4

A Publication of the National Manpower Institute

August-September 1977

YOUTH POLICY: GETTING STARTED

by Paul E. Barton

There is a growing realization that youth are not fitting into the mold of a system that was built at a different time and place, and are not being adequately prepared for the jobs and responsibilities that they will encounter in the years ahead.

Fortunately, many states and localities have begun to take steps to address this problem. In some cases, they have established youth councils or commissions to study the problem and make recommendations. In other cases, they have established youth centers or youth centers to provide a place where young people can go to get help and advice.

These efforts are a good start, but they are not enough. We need a more comprehensive approach to youth policy that takes into account the needs of all young people, not just those who are in trouble or who are at risk of becoming so.

We need to create a system of youth policy that is based on the principle of "youth as a resource." This means that we should view young people as a valuable asset to our society, not just as a problem to be solved. We should create a system of youth policy that gives young people a voice in the decisions that affect their lives, and that provides them with the resources they need to succeed.

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developing a "holistic" approach to youth policy, one that takes into account the needs of all young people, not just those who are in trouble or who are at risk of becoming so.

Second, the new approach that we are talking about is one that is based on the principle of "youth as a resource." This means that we should view young people as a valuable asset to our society, not just as a problem to be solved. We should create a system of youth policy that gives young people a voice in the decisions that affect their lives, and that provides them with the resources they need to succeed.

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Consortium Notes

The Work-Education Consortium is a collaborative initiative among Federal Agencies, national organizations and participating communities. *The Work-Education Exchange* will occasionally invite representatives of these various constituencies to contribute to CONSORTIUM NOTES.

National Alliance of Businessmen: Business Education Liaison Program

The components of the NAB Youth Program address various segments of local school-to-work efforts. Career Guidance Institutes, Youth Motivation Task Forces and several employment projects are parts of the total program. The Alliance works through Metro offices in some 128 cities. NAB Metro offices are established when the unemployment rate and the proportion of disadvantaged in the population dictate the need, and the private sector business community is interested in helping address these problems.

Effective participation in the NAB Youth Programs was one of the primary considerations in selecting the five NAB Metros for participation in the education-work council effort, which the Alliance terms the Business Education Liaison (BEL) Program. Cities were asked to submit proposals for final selection in a format that would give some initial guidance to the local efforts. The selected cities are as widespread geographically as possible to ensure the pilot nature of the project.

The education-work council base will be the business and education communities, primarily because of our experience working together in NAB efforts in the Metro offices. The Metro Chairman and Metro Director will establish a special industry-education committee with broad-based participation from the general community, government, business, education, and labor. This committee will give guidance to the BEL Director in program development, and will provide resources for program implementation, with staff support from the BEL Director.

The committee will assist the BEL Director to identify essential resources needed to carry out the plans and goals, work with the NAB Metro Chairman and Metro Director in correlating NAB preventive programs with existing school-to-work and student work-experience programs, and identify the best ways and means of institutionalizing the BEL Director function in the community as a locally supported position and program.

All of the NAB-BEL cities now have established a Business Education Liaison Advisory Board with at least five members. A subcommittee of the Advisory Board meets frequently to provide necessary guidance, program direction and establishment of priorities. A work plan has been developed and tentative goals have been set in each of the five BEL cities.

The work-education effort seems to be contagious. Many of the NAB Metro offices, having heard of the work

education efforts, are seeking ways to either join the number of cities that already have been selected, or to begin a local initiative addressing the school-to-work problems of their youth with their own funding.

—by Joseph O. Woodrick

Vice President, Youth Programs
National Alliance of Businessmen

Consortium Community Workshops

All three national organizations facilitating the development of local education-work councils held workshops this summer with the staff directors of their councils and representatives of the Department of Labor. The purpose of the meetings was to share information about community and council activities and ways in which the national organizations and the Federal Agencies could be supportive, and to address in greater depth some of the substantive issues raised at the full Consortium meeting in April.

The National Manpower Institute held two "regional" workshops at conference facilities in Elkridge, Maryland, and near Salt Lake City. The reports on current and planned council activities provided a forum for lively interchange of experiences and expertise among the participants. Some of those activities are summarized in this issue. Of particular interest to all participants was the new youth legislation and the programs mandated by it. The councils will help inform their communities about the legislation and will need to determine how the councils might want to relate to the new programs. (For a summary of the Youth Employment and Demonstration Projects Act of 1977, see LEGISLATION.) Other agenda items included assessing and brokering community resources, and administrative and evaluation procedures.

The local project administrators from the seven colleges in the American Association of Community and Junior Colleges' project, the AACJC director, and a DOL representative met in June in Highgate Springs, Vermont, the site of the Vermont Community College Council. This was the second full group meeting of the administrators. The highlight of the workshop was the group's participation in the Vermont Council meeting at which details of project operations at each of the sites were shared with the Council and the administrators were invited to join in the Council discussion. Special attention on the agenda was given to evaluation with presentations by experienced evaluators from the University of Vermont. (All AACJC projects have attached to them a third party evaluator who is responsible for progress assessment reports and a final evaluation paper.) Other agenda items included budget procedures, CETA facets, information collection methods and materials, and federal policy directions.

The Business Education Liaison (BEL) Directors for the National Alliance of Businessmen's education-work council project met with NAB and DOL staff in Denver this summer. Their agenda included status reports on council activities and structure; interaction with local, state and national agencies; and institutionalization of the BEL program.

The communities participating in the Work-Education Consortium have been formally involved with this initiative only since the spring of this year, yet at the summer workshops, the highlights were the presentations by community representatives of some innovative activities and projects either planned or already underway. While the Consortium initiative is principally concerned with developing a process of collaboration among local leaders that can be supportive of youth in transition, and many of the Councils' contributions are in the policy, linking, communications and brokering arenas, there is clear awareness among Council leadership that in most environments sustaining the collaborative process requires tangible outcomes. The activities summarized below represent projects that result from improved collaborative atmospheres in communities where new organizational and programmatic strategies have enabled councils to tap into and relate various resources in the locality, and others that are examples of councils themselves acting as program implementors.

NMI Communities

The summaries of NMI community activities are organized around the substantive agenda items of the councils. In future issues of *The Work-Education Exchange*, we will be writing in greater depth about each of these issue areas.

Development of Local Occupational Information

- The *Labor-Management Committee of the Jamestown Area* has taken two approaches to the development of local occupational information. The Committee has worked closely with "The New Economic Process" of Chautauque County to obtain current information on skill needs in the county and also has developed an overview prospectus of future manpower needs in the area. Given available plans for actual local industrial expansion, it is anticipated that manpower shortages will occur. Both pieces are being used for purposes of awareness building, planning and training.
- The *Worcester Career Education Consortium* sponsored a Boston University study of employment and training in the Worcester area. Educators and management were caught by surprise by the finding that Worcester's highly skilled industrial workforce was aging and would require a sudden infusion of young workers during the next decade. The study clearly documented for Worcester audiences some weaknesses of local school-based counseling programs, the crucial role in youth transition played by small employers, and the great desire on the part of youth for career exploration opportunities.

Establishment of Youth Job Placement Services

- In *Wheeling*, the local Employment Security Office is cooperating with the *Education-Work Council of the Upper Ohio Valley* in an assessment of the skills of unemployed youth and in referring youth to job openings

and training opportunities developed with the assistance of the Council. With the aid of a work-study student from West Virginia Northern Community College, characteristics of the unemployed youth aged 16 to 21 have been computerized.

- In Charleston, South Carolina, the *Charleston Trident Work-Education Council* has assisted young people in finding odd jobs during the summer in cooperation with the Employment Security Commission and the local Senior Citizens Services Center, Inc. The Council has also recommended the establishment of model Neighborhood Youth Employment Centers throughout the tri-county area that will combine the coordination of a year-round odd jobs bank for youth, a basic employment security service, and a vocational counseling service (on a volunteer release time basis). Special emphasis in these centers will be on providing services for unemployed out-of-school youth.

Inventorying, Developing and Monitoring Community Resources

- *Oakland's Community Careers Council* has recently completed a survey of employers, schools, and youth service agencies to determine the level of need for a career development clearinghouse facility. This survey has provided significant information on career counseling and development resources in the community that is of use to the Council for both policy determinations and identification of critical activity areas. Included among these activities is the development and dissemination of a directory of organizations concerned with employability and career development.
- The *Mid-Michigan Community Action Council of Gratiot County* receives community-wide recognition as an effective school-to-work linking agent. The Council has developed a network of over 600 community volunteers who have brought personal experiences of the world of work to teachers and students.

Expanding and Supporting Youth Work and Service Experience Opportunities

- The *Chicago Heights Work-Education Council of the South Suburbs* is providing assistance to Cook County CETA administrators in identifying private sector employers willing to hire CETA trainees, and assistance in identifying schools willing to develop appropriate educational programs for these trainees. The Council is also working with the Exploring program to develop career exploration opportunities.
- The *Tri-County Industry-Education-Labor Council of Peoria* is unique in having established itself as an agency serving both urban-industrial and rural-agricultural communities. The Council is working to provide rural youth access to cooperative education placements in urban and industrial settings.

Consortium Notes

Supporting Occupational and Career Guidance and Counseling Activities

- The *Livonia Area Industry/Education Council* is surveying local businesses, labor unions and industry to determine what employers see as the necessary characteristics prospective employees must possess in order to gain entry-level jobs. The information will be made available to the area youth employment office, Michigan Employment Security Commission, continuing education offices, and the probation department, in the hope of improving career counseling for out-of-school youth.
- Open Doors, the action arm of the *Association of Business, Labor and Education of New York City*, conducted a Summer Career Guidance Institute that involved a team of teachers who visited 60 work sites to interview three strata of workers concerning the nature of their work, how they obtained their jobs, the adequacy of their training and more. All interviewees were New York City high school graduates. 186 vignettes were gathered and will become available to New York City schools in the fall as *Anatomy of a City, Sixty Places to Work*.

Infusion of the Curriculum with Career Insights

- In Portland, the Institute for Public Affairs Research (IPAR), which is a member of the Greater Portland Council of Education-Work Programs, the planning group for the *Portland Work-Education Council*, has become the major link to work institutions for area teachers and students. IPAR recruits resources and operates a scheduling center to link teachers and students to career education resources in the community, provides training and orientation to community participants and teachers, and furnishes speakers on current topics.
- In North Carolina, the *Martin County Education-Employment Council*, a bridge between the manufacturing-commercial and the educational interests of the County, is launching both an economic survey and a labor market information survey. The countywide Personnel Managers Association, the Martin County Central School System, the Chamber of Commerce, and the Employment Security Commission will be involved. The State Office of Education is encouraging the linking of this information to the development of a more responsive curriculum.

AACJC Communities

In spite of the brief histories of these local efforts, each has taken some significant first steps. Selected activities for each of the fully-funded councils, provided by AACJC, are noted below. A seventh site, DeKalb Community College in Clarkston, Georgia, was invited into the program in late May, at partial funding, and has just begun to identify potential council members.

- In concert with other state-level groups, the Council at the *Community College of Vermont* in Montpelier is seeking means by which it can help to improve state economic development. In tandem with this concern, the Council is pursuing ways of encouraging local communities to recognize the economic assets of their areas and to stress the potential for new industry. Fleeing industry and the resulting depressed economy make such efforts of prime importance.
- The *Bayamon Regional College Council* in San Juan, Puerto Rico, has sponsored a commonwealth-wide unemployment conference to heighten community awareness of youth transition problems. Workshops to upgrade the occupational information and career guidance skills of secondary school counselors are also being sponsored by the Council. An Occupational Guide and Human Resource Directory are in preparation and will be disseminated to appropriate offices when they are completed.
- At *Motlow State Community College* in Tullahoma, Tennessee, a youth placement office is functioning under the auspices of the Council. Job information from local employers is collected weekly and counseling is provided. To respond to specific community needs, mini-councils have been established in each of the seven far-flung counties served by the program.
- At *Southeast Community College* in Lincoln, Nebraska, a comprehensive data collection program, carried out by the State University, is proceeding in the following areas: youth educational and service programs; employer needs and training programs; youth use of existing employment, educational, and training opportunities; youth transition needs; youth unemployment data; and local, state and federal laws affecting youth employment.
- The *Asnuntuck Community College* in Enfield, Connecticut, has developed a parent-student questionnaire that will be used this fall by a private contractor to elicit information regarding parent and youth work attitudes; occupational aspirations; knowledge of assistance resources; training, education, and leisure interests; and perceptions of the strengths and weaknesses of community opportunities. A Council newsletter is being prepared to improve communications between various community and Council segments, and a slide-tape program, accompanied by a project brochure, is near completion.

NAB Communities

- The *Santa Barbara Council* has prepared a comprehensive inventory of current local programs within the school system and the community concerning career guidance, occupational training, work-experience, and job development. The Career Development Inventory has been produced in both portable form and as a large wall chart. A similar assessment of resources available for youth is being developed in Minneapolis.

(continued on page 7)

Resources

Bringing The World of Work and The Institutions of Education Closer Together, The Center for Vocational Education. 1977 and 1974, 11 pp.

The Center for Vocational Education at The Ohio State University has published under this title two commencement addresses delivered at the University. Gerald Ford's speech for the 1974 Summer Commencement is the one in which he first called for the "Secretaries of Commerce, Labor, and HEW to report . . . new ways to bring the world of work and the institutions of education closer together." Willard Wirtz's address was delivered at Spring Commencement in 1977. Available from the Center for Vocational Education, CVE Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Series No. OC28. \$1.75. Please use series number and title when ordering. Price subject to change.

Industry-Education Collaborative Efforts in Youth Employment, by Donald M. Clark. 1976, 15 pp.

Dr. Clark, President of the National Association for Industry-Education Cooperation, suggests three "areas that constitute the ingredients for developing a realistic strategy for preparing youth for work: 1) changes in the marketplace affecting youth employment, 2) a suggested delivery system that focuses on school-to-work transition, and 3) industry-education cooperation that links the marketplace with the schools." The paper is included in *Directions for a National Manpower Policy: A Collection of Policy Papers Prepared for Three Regional Conferences*, Special Report No. 14 of the National Commission for Manpower Policy, December 1976. Reprints of the paper are available without charge from the Commission, 1522 K Street, N.W., Suite 300, Washington, D.C. 20005.

The Quiet Crisis: A Report on Unemployment Among Young Californians, an Open Road/Issues Research Project of the Citizens Policy Center. 1977, 39 pp.

In this small booklet, the Citizens Policy Center offers six action recommendations, termed "California Youth Initiatives," as necessary first steps toward a meaningful youth employment policy. Each recommendation includes detailed discussion of the background, purpose, program components, administration, cost, and funding sources. The recommendations are: 1) the appointment of an Assistant to the Governor for Youth Initiatives, 2) a Youth Basics Program, a 12-month work-learning program to provide basic education and the work skills necessary to hold a job, 3) a New Skills Program that would provide apprentice-like training for those who have basic skills, 4) the establishment of an Investment Fund to capitalize small and intermediate labor intensive enterprises, 5) an increased California Community and Con-

servation Corps, and 6) a State Youth Employment Data System with local and regional capabilities. Although the book is about and for California, the recommendations are applicable anywhere. Order from: Citizens Policy Center, 1226 1/2 State St., Santa Barbara, California 93101. 75¢ per copy.

Citizen Action in Education, the quarterly news magazine of the Institute for Responsive Education, includes descriptions of community programs that involve citizens in education decision making, articles on how to promote citizen action, announcements of workshops and resource materials, and descriptions of supportive local and national organizations. Order from: Institute for Responsive Education, 704 Commonwealth Ave., Boston, Mass. 02215. They would appreciate a tax-free \$5.00 contribution for a subscription.

Counselor's Information Service, a quarterly annotated bibliography of current literature on educational and vocational guidance, published by B'nai B'rith Career and Counseling Services, provides coverage of new publications relating to specific occupations and to guidance and counseling. Each issue lists nearly 250 publications, many of which are free or inexpensive. Subscribers to the *Counselor's Information Service* also receive Special Supplements at no extra cost covering topics pertinent to education and career counseling. The Service will provide a complimentary copy for review. Order from: *Counselor's Information Service*, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036. Annual subscription, \$11.00.

Legislation

Youth Employment and Demonstration Projects Act of 1977

On August 5, President Carter signed into law the Youth Employment and Demonstration Projects Act of 1977, which provides \$1.0 billion for four major new employment and training programs for youth.

Title I of the Act sets up a Young Adult Conservation Corps as a new Title VIII under the Comprehensive Employment and Training Act of 1973 (CETA). Administered by the Department of Labor through interagency agreements with the Departments of the Interior and Agriculture, the Corps will provide year-round job opportunities to unemployed youth of all economic backgrounds in conservation and maintenance projects on public lands.

Title II amends Title III of CETA by adding a new Part C, which is divided into three subparts as follows:

- Subpart 1 establishes an incentive program for disadvantaged youth to remain in or return to school by providing guaranteed employment and training opportunities. Funding will be awarded on a competitive basis among prime sponsors.
- Subpart 2 provides funds to the Secretary of Labor to contract with CETA prime sponsors for youth employment programs in community conservation, rehabilitation and improvement. Programs under this subpart are not limited to economically disadvantaged youth but participants must be unemployed.
- Subpart 3 sets up several levels of youth employment demonstration programs for unemployed, underemployed or in-school youth. Participants for the most part must be economically disadvantaged although 10% of the funds may be used for programs for youth of all economic backgrounds.

Included under this subpart are: activities promoting education-to-work transition, work experience opportunities, job sampling, job restructuring, on-the-job training in the private for-profit sector, and supportive services through CETA prime sponsors. A small portion of funds are reserved for development of statewide youth service programs, and for programs funded at the discretion of the Secretary of Labor.

This subpart also mandates the creation of representative youth councils which will act in an advisory capacity to the CETA prime sponsors' planning councils, and will be responsible for planning for and reviewing all locally proposed activities under Subparts 2 and 3 of this Act. The youth councils are also charged with reviewing all agreements for work experience and in-school programs between prime sponsors and local educational agencies.

Funds for the various parts of the new Act will flow from the Department of Labor, through CETA prime sponsors, to public and private non-profit organizations, private for-profit organizations, and local educational agencies depending on the program to be funded. (This excludes funds for the Young Adult Conservation Corps which will be allocated to the Secretaries of the Interior and Agriculture by the Department of Labor.) Detailed regulations on program requirements, application procedures and timelines are currently being drafted by the Department of Labor and are expected to be published in the *Federal Register* for comments by September 30.

—by Leslie Rosow

National Organizations

70001 Ltd.

Project 70001 was established in 1969 as a special project of the Distributive Education Clubs of America (DECA). The idea was to provide economically dis-

vantaged, out-of-school youth, aged 16 to 22, with immediate employment, along with the training, education, and personal motivation needed to advance in the field of marketing and distribution. The project was originally assigned the accounting number 70001 from which it took its name.

In early 1976, 70001 Ltd. was formed as a new, non-profit corporation separate from the parent organization, DECA. People closely associated with the program agreed that the time had come for a major expansion effort and that 70001 could best achieve its potential by becoming an independent corporation. Twenty-eight 70001 programs currently operate in 15 different states.

70001 Ltd. emphasizes full-time placement in entry level, unsubsidized jobs for young people as soon as possible—usually one to four weeks after recruitment—with national and regional retailing chains and local stores. Jobs are primarily in sales, merchandising, marketing, and distribution. A typical local 70001 program is funded with CETA Title I funds through an educational institution. A few cities use vocational education monies and in one city a Community Action Program agency is the operating agency. 70001 Ltd. subcontracts with the operating agency to franchise the use of the 70001 name, instructional materials, training services, technical assistance and youth organization activities.

For additional information from Project headquarters, write: 70001 Ltd., Robscott Building, 151 Chestnut Hill Road, Newark, Delaware 19711.

National Vocational Guidance Association (NVGA)

NVGA, a division of the American Personnel and Guidance Association, will be sponsoring the twelfth National Career Guidance Week, November 11-12, 1977, with the theme "The Workplace and You." NVGA sets aside National Career Guidance Week every year to inform the public of career guidance services; how these services help youth, as well as adults, to make sound career choices; where counseling and career guidance can be obtained; and why the further development of these services needs public understanding and support. National Career Guidance Week affords counselors, educators, agencies, business, labor, and community groups an opportunity to emphasize and publicize ongoing, yearlong services and efforts.

To assist in organizing for National Career Guidance Week, NVGA publishes a *Career Guidance Week Kit* which includes curriculum activities, radio and television spots, governor/mayor proclamations, organizational guidelines, and many other helpful resources.

For information regarding any of the above resources, contact Anita Silare-Lancaster, 14949 Manor Ridge, Chesterfield, Missouri 63017, (314) 536-1167.

Conferences & Workshops

October 6-7, 1977—"School to Work: A Bridge Too Far," a Conference on Career Development for Educators and Employers; sponsored by the Service Learning Resource Center, the Charleston Trident Work/Education Council, and the College of Charleston, Charleston, South Carolina, Francis Marion Hotel. The conference will include presentations by both educators and employers on the limits of education, a review of the work ethic, changing the workplace, and "who turned off the kids?" The second day will focus on the degree to which service-learning programs effectively deal with these problems. For information, write to Art Westerfield, Service-Learning Resource Center, University of Kentucky, 403 Breckinridge Hall, Lexington, Kentucky 40506.

October 27-29, 1977—"Advancing Life Alternatives through Field Experience Education," the sixth annual conference of the Society for Field Experience Education (SFEE). Indianapolis, Indiana, Hyatt Regency Hotel. Richard Bolles, author of *What Color is Your Parachute?* will speak on "Life/Work Planning: Identifying and Experiencing Alternatives." The conference will include workshops on technical assistance, model programs, life/work planning, and wilderness education experience. For information about the conference or SFEE, write to: The Society for Field Experience Education, c/o Frank van Aalst, Dean of Career Development, College of Charleston, Charleston, South Carolina 29401.

January 27-29, 1978—"Getting It All Together," the first California Conference on Career Education and Economic Awareness, sponsored by the Industry Education Council of California in cooperation with national, state and local organizations. San Diego, California. Some 90 workshops are planned with an emphasis on audience-speaker interchange. Although this is a California conference, there will be presentors from several other

western states including NMI and NAB Consortium community representatives, and the planners are encouraging attendance by people from other states. For further information, contact Pat Hubbard, Conference Coordinator, Industry Education Council of California, 1575 Old Bayshore Highway, Suite 202, Burlingame, California 94010.

Youth Policy (continued from page 1)

later on options they dropped when they left school; bringing in the community colleges to provide youth with at least the competencies of a high school education; community-wide responsibility for quality education; and finding ways to use the abilities of youth with college educations rather than waste them.

If it is a time of severe problems, it is also a time of growing opportunity to deal with those problems, as a new Administration and Congress place high priority on youth employment, as consensus emerges on what the problems are, as local communities show more initiative, and as private and government institutions find more reason, and more ways, to work together.

—Mr. Barton is a Senior Associate at the National Manpower Institute

Activities (continued from page 4)

- The *Houston Council* has compiled a reference bank of personnel directors who are available to discuss with guidance counselors the various jobs within their companies. Requests for references are coordinated through the BEL Director.
- The *Augusta Council* has prepared a teachers' guide to community resources and persons in business, industry, government and the professions that provides educators with the information necessary to make contacts for resource assistance in 15 career occupational clusters.

PLEASE CIRCULATE

cut here

If you know someone who would like to receive *The Work-Education Exchange*, please ask them to send the form below to: Information Exchange Service, National Manpower Institute, 1211 Connecticut Avenue, N.W., Suite 301, Washington, D.C. 20036.

Mr. Ms. Miss Mrs. Dr. Other _____

Academic or Business Title _____

School or Organization _____

Address _____

City, State, Zip _____

THE WORK-EDUCATION EXCHANGE serves as the newsletter of the Work-Education Consortium. The Consortium is a collaborative initiative, sponsored by the Department of Labor, of communities organizing themselves to assist youth in the transition from school to work, of several national organizations dedicated to supporting the activities of these communities, and of the Federal Interagency Steering Committee on Education and Work. The Consortium welcomes information and materials from our readers on initiatives which encourage collaboration among educators, employers, representatives from labor unions, service agencies and other community organizations to aid young people in the transition process. Such information should be sent to the Information Exchange Service, National Manpower Institute.

Consortium Staff

National Manpower Institute (202) 466-4420

Dennis Gallagher, Project Director

Richard A. Ungerer, Information Exchange Service Director

Gerry Gold, Program Officer

Karl A. Gutenberg, Program Officer

Shirley Robock, Program Officer

Gregory B. Smith, Program Officer

Stephanie Cole, Information Specialist

Leslie Rosow, Staff Associate

American Association of Community and Junior Colleges (202) 293-7050

James R. Mahoney, Project Director

National Alliance of Businessmen (202) 254-7146

Joseph O. Woodrick, Vice-President, Youth Programs

State of New Jersey (609) 452-2977

Raymond Male, Executive Director, Work, Education, and Leisure Initiative

THE NATIONAL MANPOWER INSTITUTE is concerned with the full development and use of the human potential; development and implementation of education-work policy; elimination of time traps which separate life into youth for education, adulthood for work, retirement for obsolescence; and rational integration of education, manpower, and economic policy.

Willard Wirtz, Chairman, Board of Trustees; John N. Gentry, President; Archie E. Lapointe, Executive Vice President; Paul E. Barton, Senior Associate; Dennis Gallagher, Associate Executive Director.

The National Manpower Institute, a private non-profit institution based in Washington, D. C., supports its activities through grants, contracts and private contributions.

NATIONAL MANPOWER INSTITUTE

1211 Connecticut Avenue, N.W., Suite 301

Washington, D.C. 20036

address correction requested

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Washington, D.C.

14. PROJECT INFORMATION LETTERS



Thank you for your interest in AACJC's Program to Create Community Education-Work Councils.

The great interest in this program and the resulting requests for information force us to use a form letter to respond to inquiries. Please forgive its impersonal appearance.

Six colleges have been selected to serve as pilot sites for the program. They are:

Asnuntuck Community College - Enfield, Connecticut
Bayamon Regional College - San Juan, Puerto Rico
Community College of Vermont - Montpelier, Vermont
Motlow State Community College - Tullahoma, Tennessee
Southeast Community College - Lincoln, Nebraska
Tanana Valley Community College - Fairbanks, Alaska

Each of the areas served by these colleges have rural characteristics, although some include suburban and urban communities. None of the communities have had significant experience in education-work council activities as they are defined in The Boundless Resource.

The principal project responsibilities of each college are to initiate the creation of the council, facilitate its operation in general line with the Wirtz model, and maintain an accurate record of its activities and achievements.

A broadly representative group of individuals from education, organized labor, business, industry, government, and community groups will comprise the council membership; it will function as an autonomous community group. We anticipate that part of the membership will be selected by the council itself. The college president will join the council as an equal partner. Council leadership will be identified by the membership.

The goal of these councils will be to establish mechanisms to ease youth (ages 16 to 21) transition from education to work. The specific objectives of each council and the organizational patterns designed to meet objectives will be devised individually by each council. Each college project administrator will provide assistance to the council through data collection and analysis, community liaison, liaison with national organizations working in this field and with other local sites conducting similar programs, logistical management for council meetings and other group activities, and meeting information collection responsibilities required in the subcontract with AACJC.

The flexibility of council organization and programming should ensure that each council concentrates on problems which are endemic to its community. In spite of this freedom to shape efforts, we expect that primary attention will be given to some of the following areas: job placement, job market information systems, work experience programs, career counseling, employer bias toward hiring youth, and legal barriers to youth employment.

Project reports and materials generated by the councils will be shared nationally through AACJC's project office and through the other members of the education-work consortium. Consortium organizations include the National Manpower Institute and the National Alliance of Businessmen. The national offices of consortium organizations plan to collaborate through: sharing information on local site activities, providing technical assistance to the full array of consortium councils and to communities interested in establishing such councils, conducting council staff development sessions, and distributing materials generated at both the national and local levels.

So that you will receive information on council activities, I will put your name on our project mailing list.

If you have further questions, I would be happy to respond to them.

Sincerely,

James R. Mahoney
Project Director

JRM: jg



PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

The American Association of Community and Junior Colleges, under contract with the U.S. Department of Labor, has selected seven community colleges to initiate community education-work councils for the areas served by the colleges. These colleges are located in areas without already well established organizations working to reduce the problems of youth in transitioning from the world of education to the world of work. Colleges serving rural areas were emphasized in the selection process. A competitive application procedure was used to identify site colleges.

The seven pilot colleges are:

Community College of Vermont - St. Albans, Vermont
 Assuntnuck Community College - Enfield, Connecticut
 Motlow State Community College - Tullahoma, Tennessee
 Tanana Valley Community College - Fairbanks, Alaska
 Bayamon Regional College - Bayamon, Puerto Rico
 Southeast Community College - Lincoln, Nebraska
 DeKalb Community College - Clarkston, Georgia

Each of the site colleges is responsible for establishing a working council during the first project period ending October 15, 1977. The College president will serve on the council as an equal partner with representatives from community organizations including labor, business, industry, government, parent and student groups and others concerned with education and work. Guidelines for the composition and focus of these councils are offered in The Boundless Resource, a text prepared by Willard Wirtz and the National Manpower Institute. However, the specific programs for each of the councils will be shaped by the councils to fit the endemic characteristics of the local communities.

Although individual council activities will be tailored, it is expected that all will address some of the following issues:

- legal barriers to youth employment
- employer bias towards hiring youth
- job placement
- job market information systems
- work experience programs
- career counseling

Project reports and materials generated by the councils will be shared nationally through AACJC's project office and through the other members of the education-work consortium. Consortium organizations include the National Manpower Institute and the National Alliance of Businessmen. The national offices of consortium organizations plan to collaborate through:

- sharing information on local site activities
- providing technical assistance to the full array of consortium councils and to communities interested in establishing such councils
- conducting council staff development sessions
- distributing materials generated at both the national and local levels

For further information, contact the AACJC national office.

James R. Mahoney, Project Director
American Association of Community and Junior Colleges
One Dupont Circle, N.W. - Suite 410
Washington, D.C. 20036
(202) 293-7050



AACJC EDUCATION-WORK COUNCILS PROGRAM SUMMARY 8/19/77

Six of the seven AACJC Education-Work Council sites have been in operation for an average of five months with fulltime project administrators. Four of these six programs have organized working councils (Asnuntuck, Vermont, Bayamon, and Motlow State); and two others (Southeast and Tanana Valley) have active steering committees of between 12 and 15 members and will have established full councils by the fall. The seventh site (DeKalb) was invited into the program in late May at partial funding and has just begun to identify potential council members.

Initial focus at each of the sites was placed on publicity and information gathering. Publicity took the following forms: media announcements of the contract award, information and invitation letters to local leaders, personal contacts with potential council members and presentations to various groups. Building on this initial focus, two councils (Asnuntuck and Motlow State) are producing slide-tape programs which will be used to increase public knowledge about the councils. Each of the sites is currently collecting information about its own community. The analysis of this data will serve to sharpen the already established general directions of the council and to suggest where the program needs are greatest.

In spite of the brief histories of these local programs, each has taken some significant first steps. Selected activities for each of the fully funded councils are noted below.

Vermont: In concert with other state-level groups, the council is seeking means by which it can help to improve state economic development. In tandem with this concern, the council is pursuing ways of encouraging local communities to recognize the economic assets of their areas and to stress the potential for new industry. Fleeing industry and the resulting depressed economy make such efforts of prime importance.

Bayamon: To heighten community awareness for youth transition problems, the council has sponsored a commonwealth-wide unemployment conference. Workshops to upgrade the occupational information and career guidance skills of secondary school counselors are being sponsored by the council. An Occupational Guide and Human Resource Directory are in preparation and will be disseminated to appropriate offices when they are completed.

Motlow State: A youth placement office is functioning under the auspices of the council. To facilitate this operation, a special telephone line has been added to the program office. Jobs information from local employers is collected weekly. Counseling is provided. The college

Cooperative Education program has been expanded. To respond to specific community needs, mini-councils have been established in each of the seven far-flung counties served by the program. County council chairpersons also serve on the full seven-county group.

Southeast: A comprehensive data collection program is proceeding in the following areas: youth educational and service programs; employer needs and training programs; youth use of existing employment, educational, and training opportunities; youth transition needs; youth unemployment data; and local, state, and federal laws affecting youth employment. The state university has been contracted for this work.

Asnuntuck: A parent-student questionnaire has been developed and will be applied this fall. The emphasis in this research is on eliciting information regarding parent and youth work attitudes; occupational aspirations; knowledge of assistance resources; training, education, and leisure interests; perceptions of the strengths and weaknesses of community opportunities. A private contractor is performing this work. To improve communication between various community and council segments, a council newsletter is being prepared. A slide-tape program, accompanied by a project brochure, is near completion. It will be used to explain council activities, purposes, and interests; it will be used further to stress community needs which the council will address.

15. BUDGET MODIFICATION REQUEST
TWO MONTH EXTENSION



September 15, 1977

Mr. Lindsay Campbell
Program Analyst
U.S. Department of Labor
601 D Street, N.W., Room 8301
Washington, D.C. 20515

Dear Lindsay,

Attached to this letter is a request for a two-month extension (October 15, 1977 to December 15, 1977) of AACJC's Program to Create Community Education-Work Councils, Department of Labor contract number 99-7-784-42-09. No additional funds for this extension are necessary.

Contract modifications detailed in this request are designed to fully achieve program objectives and to make the best use of project monies.

Since the original project termination date is October 15, 1977, we would appreciate a quick review and approval of this request.

Thank you for your assistance.

Sincerely,

James R. Mahoney
Project Director

Justification for Budget Modifications: A Two-Month Extension

I. Tasks to be performed by the national office during the extension:

A. Prepare a document for national distribution to community colleges describing the Youth Employment and Demonstration Projects Act of 1977, the role community colleges can play in assisting the Youth Programs Office achieve its objectives under this Act, and the opportunities the legislation presents in helping community colleges meet their own philosophical mission.

B. Prepare draft case studies of each of the demonstration programs. These case studies may be shaped into a publication for national distribution.

C. Complete the final first phase report. This report will cover the period from the initial contract award to the original termination date, October 15, 1977. If this extension request is approved, a report covering the additional two months will be worked into the final report.

D. Continue normal office responsibilities, including technical assistance to the sites, monitoring, information sharing, and liaison with federal agencies and other consortium offices.

II. Tasks to be performed by the pilot sites during the extension:

A. Complete original subcontract tasks whose completion was delayed by late appointments of the local administrators (affirmative action procedures), difficulty in hiring consultants responsible for data collection and research studies, and interruption of council development caused by the vacation schedules of local officials who are council members.

B. Complete a full agenda for second year activity, including plans for developing local financial support for the council at the end of the federal funding period.

C. Initiate and complete new activities relevant to council purposes but not part of the original subcontract work statement.

Each of these specific activities will be identified in the subcontract modifications required by AACJC from local pilot sites when the extension is approved.

III. Line item changes:

Salaries and Benefits: Sufficient monies have been added to this line to cover the extension period. No salary increases are included. The benefits percentage has not been changed.

Advisory Committee: Early in the project period, work was done to identify possible members for a national advisory committee

to serve the AACJC program. On March 8, at a meeting of the national consortium directors (AACJC, National Manpower Institute, and the National Alliance of Businessmen), it was recommended that one such committee might serve all council-sponsoring organizations. No action was taken on this recommendation, but, in anticipation that some action might be taken, AACJC did not establish its own committee. During this period, after reassessing the value of an advisory group with DOL Work-Education Initiative staff, AACJC decided that such a group was not critical at this time. Thus, no monies in this line have been expended. None will be spent during the first project phase.

Publications: A series of notices describing the program was distributed nationally in the early project months. These notices explained the intent of the program, stated that a competitive application procedure would be used to select the sites, and outlined the process by which application forms could be obtained. The national office prepared a comprehensive Request for Proposal pamphlet and mailed approximately 400 copies in response to requests. Also, periodic updated program descriptions were prepared and mailed to individuals and institutions inquiring about the program. These brochure-substitutes were also handed out at national conferences.

Rather than duplicate the newsletter services offered by the National Manpower Institute, AACJC contributes information and articles to this newsletter and purchases copies of each issue. These copies are sent to approximately 1600 addresses; 400 more copies are divided among the pilot sites so that local council members may study them. This arrangement was approved by the Work-Education Initiative staff.

The costs of these activities has amounted to approximately \$2,000.

Expected expenses in this line for the remainder of the original project period and the extended time include:

- A. \$800 for the purchase of two future issues of the NMI newsletter
- B. \$2,200 for the printing of the final report, the community college Youth Programs legislation paper, and an executive summary of the final report which will be shared nationally.

Conferences and Forums: A minor change in this line is requested. Monies will be used to support the national director's attendance at a national conference and site administrators' participation in regional workshops organized by the National Manpower Institute.

Consultants: National project staff have been able to take on the responsibilities for which these monies were awarded, thus no expenditures have been made in this line. No expenditures will be made in the remaining project period nor in the extended period.

Staff Travel: Monitoring activities will continue through the

extension period. As part of this function, site visits will be made to some of the demonstration sites. To support this travel, approximately \$1,800 has been added to this line. A complete circuit of the sites averages \$3,500, so only three to four sites will be visited during this period.

Office Supplies and Expenses: An active clearinghouse function has been conducted through the national office. The primary target for this operation has been the local directors, and, through them, members of local councils. The purpose of these activities is to familiarize these individuals with a wide range of thought regarding the problems of youth in moving from school to the employment world. Materials describing possible solutions to these problems have also been shared. As a result of this operation, costs in this line have averaged higher than originally expected. Over the four month period, March through June, average monthly expenditures were approximately \$410. To support the continuation of these important activities over the remainder of the original project period and the extension, \$1,885 has been added to this line.

Office Space: An additional \$200 per month is required to carry the program through the extension period.

Indirect Costs: The indirect cost percentage remains the same, but it is taken on a lower direct cost figure. The new direct cost total is \$72,169, with an indirect total of \$30,023. The original direct cost was \$81,350, with an indirect total of \$33,842.

Subcontracts: At the end of the original contract period, each of the demonstration sites will have a budget balance. Two of the sites will have a small balance at the end of the requested two month extension. The other five sites will require modest additional monies to operate for this extended period. The \$13,000 national office balance expected at the end of the extension period will be adequate to assist the site colleges which need help. This \$13,000 is generated from reduced national office direct costs and indirect charges. In the proposed budget, this amount is added to the Subcontracts line.

Two other prime contract items need to be waived. The first relates to the stipulation that no local site budget may exceed \$50,000. At one site, the additional \$3,000 to \$4,000 required to carry the program through to December 15, 1977 will push the total site budget figure to approximately \$52,000. To permit this extra support for the local program, we ask that the \$50,000 limit be waived for the extension period.

Secondly, the prime contract puts a \$1,500 per month limit on local program administrator salaries. A recently negotiated union

contract covering this position at one college requires that the administrator receive \$1,670 per month. This administrator's previous per month salary was \$1,415. To ensure program continuity, it is important that this administrator be maintained. We ask, therefore, that the \$1,500 per month salary ceiling be waived.

16. PUBLICITY SAMPLES

PROGRAM TO CREATE COMMUNITY EDUCATION-WORK COUNCILS

The American Association of Community and Junior Colleges, under contract with the U.S. Department of Labor, has selected six community colleges to initiate community education work councils for the areas served by the colleges. Each of these colleges are located in areas without already well established organizations working to reduce the problems of youth in transiting from the world of education to the world of work. Colleges serving rural areas were emphasized in the selection process. A competitive application procedure was used to identify site colleges.

The six pilot colleges are:

Community College of Vermont - Montpelier, Vermont
Asnuntuck Community College - Enfield, Connecticut
Motlow State Community College - Tullahoma, Tennessee
Tanana Valley Community College - Fairbanks, Alaska
Bayamon Regional College - San Juan, Puerto Rico
Southeast Community College - Lincoln, Nebraska

Each of the site colleges is responsible for establishing a working council during the first project period ending December 15, 1977. The College president will serve on the council as an equal partner with representatives from community organizations including labor, business, industry, government, unions, parent and student groups and others concerned with education and work. Guidelines for the composition and focus of these councils are offered in The Boundless Resource, a text prepared by Willard Wirtz and the National Manpower Institute. However, the specific programs of each of the councils will be shaped by the councils to fit the endemic characteristics of the local communities.

Although individual council activities will be tailored, it is expected that all will address some of the following issues:

- legal barriers to youth employment
- employer bias toward hiring youth
- job placement
- job market information systems
- work experience programs
- career counseling

Project reports and materials generated by the councils will be shared nationally through AACJC's project office and through the other members of the education-work consortium. Consortium organizations include the National Manpower Institute and the National Alliance of Businessmen. The national offices of consortium organizations plan to collaborate through:

- sharing information on local site activities
- providing technical assistance to the full array of consortium councils and to communities interested in establishing such councils
- conducting council staff development sessions
- distributing materials generated at both the national and local levels

For further information, contact the AACJC national office.

James R. Mahoney, Project Director
American Association of Community and Junior Colleges
One Dupont Circle N.W. - Suite 410
Washington, D.C. 20036
(202) 293-7050

Memorandum:

TO: AACJC MEMBER PRESIDENTS FROM: EDMUND J. GLEAZER, JR.

December 9, 1976

The AACJC Board of Directors discussed claims on colleges by the Veterans Administration for overpayments; relationships with the Association of Community College Trustees; degree granting authority for the Community College of the Air Force; the AACJC proposal to organize Concerned Citizens for Community Colleges; on November 22-23 in Kansas City, Missouri.

The Board authorized the staff to join other associations in preparing an amicus brief to submit in a Colorado suit being brought by the state attorney general to stop VA assessments to colleges for overpayments to veterans and asking relief from various regulations that are not authorized by law.

Members of the AACJC Board serving on the AACJC-ACCT Joint Liaison committee were asked to seek ways to improve working relationships between the two organizations. The staff was authorized to move ahead on implementing plans for the Concerned Citizens for Community Colleges, a national network to supplement existing ones for conveying information on pending legislation affecting our institutions.

A statement calling for two years of further review on degree-granting authority for the Community College of the Air Force was endorsed in the hope that civilian institutions will use the time to demonstrate the level of their commitment to meeting the needs of armed forces personnel.

Reports were received from each of the Board committees, and from the president and vice president. The Presidents Academy presented its report, as did the Association's office on governmental affairs.

In formal actions, it approved the Association's budget for 1977, an international education program by the AACJC International/Intercultural Consortium to follow the termination of the Kellogg Foundation funded program, and adopted a recommendation to the membership proposing that dues of individual associates be increased from \$15.00 to \$25.00 annually, beginning January 1, 1978.

The Board accepted the resignation of H. D. Cotton from the Board of Directors and elected Dennis A. Wilson, dean of student development at Muskegon Community College, Michigan, to serve until membership elects a director to fill the unexpired term. The Board noted Dr. Cotton's contributions to its deliberations and extended its best wishes for a complete recovery from his recent serious surgery.

During its dinner session on Monday night, the Board met with chief executive officers of colleges located in the greater Kansas City area. The discussion was concerned with an airing of issues as perceived by the local colleges and a sharing of what the Association can do to assist the colleges with these issues.

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Directors for two new projects at AACJC have been hired. The projects were described in earlier issues of this Memorandum. James Mahoney, formerly director of the AACJC First Offenders Project supported by FIPSE, has been appointed director of the project to set up five demonstration community education-work councils with support from the Department of Labor. Application information for colleges wishing to participate in the program will soon be available from AACJC. Please write to Mr. Mahoney if you wish information. David Bushnell, formerly an education research scientist with HumRRO, a Washington-based firm, has been appointed director of the project to advance cooperation between community colleges and postsecondary area vocational schools. The latter project is jointly sponsored by AACJC and AVA. Financial support is from the U. S. Office of Education. Mr. Bushnell was a member of the AACJC Project Focus staff several years ago.

Willard Wirtz, author of The Boundless Resource and chairman of the board of the National Manpower Institute, has agreed to be keynote speaker for the 1977 AACJC convention April 17-20 in Denver, Colorado. The recommendation for the community education-work councils referred to in the previous paragraph came from Mr. Wirtz's book. NMI is also being supported by the Department of Labor in the establishment of demonstration councils in fifteen communities. Mr. Wirtz was secretary of labor in the Johnson and Kennedy administrations. His address will be at the opening general session Monday morning, April 18.

The 1977 AACJC convention, which will be held in Denver, Colorado, April 17-20, will include a film festival as a part of the college exhibits. Films eligible for showing at the festival are college-produced films, such as films describing the college and those prepared for specific college courses. Films will be shown from noon to five on Sunday afternoon, and all day on Monday and Tuesday. People interested in submitting films for showing at the convention should contact Richard E. Wilson, Vice President for Programs, AACJC.

A dialogue with corporate education directors was begun December 7. This is an important field to us. Corporations spent \$10 billion on training last year. Six representatives of the American Society for Training and Development met with representatives of AACJC to discuss ways in which community colleges can work with companies to offer educational services to meet needs identified by the firms' education officers. Richard Hagemeyer, chairman of the AACJC Board, participated. Other AACJC representatives were Alfred Philips, Tulsa Junior College, Oklahoma; Jean Netherton and John T. Cicero of Northern Virginia Community College, Alexandria, Virginia; Edmund Gleazer, AACJC president; and Roger Yarrington, vice president. An expanded group will continue the dialogue soon.

The National Federal Affairs Workshop is in progress as this Memorandum goes into the mail. More than 400 persons have registered. An outstanding program is being presented. Enclosed is a copy for your information.

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

One Dupont Circle
Washington, D. C. 20036
Telephone: (202) 293-7050

FOR IMMEDIATE RELEASE:

WASHINGTON, D. C., Dec. 7--The ability of community colleges to help bridge the gap between education and work will be demonstrated in a new program of the American Association of Community and Junior Colleges, announced by President Edmund J. Gleazer, Jr.

Under a \$365,192 contract with the U. S. Department of Labor, the Association will demonstrate the effectiveness of community colleges in serving as catalysts and facilitators for developing community education-work councils. Such councils would assist in the creation of working partnerships among all local education and service agencies, business and industry, labor unions, and government.

AACJC's project was charted in response to an appeal by former U. S. Labor Secretary Willard Wirtz for the creation of mechanisms to provide better linkages among the various community elements to foster learning, earning and self-renewal for citizens, according to Gleazer. Secretary Wirtz called for establishment of community education-work councils in his book, The Boundless Resource.

President Gleazer described community colleges as community-based resource centers ideally suited to take the lead in bringing the two worlds of education and work closer together.

"After all," he said, "the community is the campus for the community college and everyone in the community makes up the institution's clientele. More than half the students are enrolled part-time; more than half are in occupational programs. The worlds of work and education come together in the lives of the persons served."

The Association will cooperate closely with the National Manpower Institute, headed by Wirtz, which is spearheading other efforts in the interest of more effectively relating education to work.

To serve as project headquarters, the national organization will select five community colleges in localities where there are no well-established partnership arrangements to serve as demonstration centers. Proposals are being solicited from all interested institutions, with a committee to determine those five that best meet the selection criteria.

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12-7-76

TITLE: Program to Create Community Education-Work Councils

DURATION: October 17, 1976 - December 12, 1977

STAFF: James R. Mahoney, Director
Ronja Garnicki, Secretary

SUPPORTING AGENCY: Youth Programs Office
Employment and Training Administration
U.S. Department of Labor

The purpose of this program is to demonstrate the effectiveness of community colleges in serving as catalysts and facilitators for developing community education-work councils. Such councils assist in the creation of working partnerships among all local education and service agencies, business and industry, labor unions, government, and parent and student groups.

Former U.S. Secretary of Labor Willard Wirtz called for the establishment of community education-work councils in his book The Boundless Resource. Youth between the ages of 16 and 21 are the focus of this program. The principle work of these local councils is to support the development of activities which will aid young people to move from the classroom to the workplace more logically and facilely.

Currently, six demonstration colleges are involved in the program. They are:

- Asnuntuck Community College - Enfield, Connecticut
- Bayamon Regional College - Bayamon, Puerto Rico
- Community College of Vermont - Montpelier, Vermont
- Motlow State Community College - Tullahoma, Tennessee
- Southeast Community College - Lincoln, Nebraska
- Tanana Valley Community College - Fairbanks, Alaska

DeKalb Community College, Clarkston, Georgia, was partially funded for the period May 7 through October 7, 1977. DeKalb is now pursuing its own council objectives without AACJC assistance.

The original first phase funding period was from October 17, 1976 to October 17, 1977. On October 14, AACJC received approval to extend the first period to December 12, 1977 at no additional cost. The Association has submitted a second year application to cover the period December 13, 1977 through December 13, 1978. Strong support for the second year has been voiced by the Department of Labor program office.

The primary objectives of the demonstration colleges in the first phase were to establish broadly representative, functioning education-work councils and to prepare action agendas. Each of the colleges has achieved these objectives.

Individual council membership ranges from 15 to 90 persons. Each of the significant components of the local communities with interests in the education-work sphere is represented on these councils, although organized labor involvement is not as much as desired. An average of four council meetings has been held at each of the sites. In most locations task groups have been shaped so that specific member experience can be utilized toward the identification and solution of problems. Task groups concentrate on such things as occupational information, occupational counseling, data collection, career education, and community awareness. Each council has elected a chairperson or co-chairpersons. Some of the councils started with small steering committees whose function was to review the programs' original plans, to accept and/or modify them and to invite other community leaders to join the councils. Other councils (generally the larger ones) elected steering committees to organize and guide the work of the full group. The program concept and interests have been enthusiastically endorsed by each group.

In preparation for developing action agendas, each of the councils conducted or are conducting data collection exercises. These data fall into several categories, e.g., youth demographics, training and education resources, barriers to youth employment, career and job information resources, counseling and placement services, and available research related to the program. The analyses of this data is used to form council directions.

Even while this data collection was carried on, other activities were supported by the councils. These included the creation of slide-tape programs describing the councils and their purposes, area-wide conferences on youth unemployment, presentations to business service clubs, expanded Co-Op and Placement opportunities, and occupational counseling workshops for high school counselors. Greater programmatic activity is expected in the second year.

Each of the local councils has attached to it a third party evaluator who is responsible for both assessing council development and for evaluating first period achievement. The evaluators were hired by the college program administrator, sometimes with the approval of the council. These evaluation reports have concluded that progress has been very good and that first period achievement has been exceptional.

Second year agendas focus on developing a greater cohesiveness among community elements for the purposes of improving youth occupational opportunities, encouraging greater community involvement in supporting such efforts through contributions (in time and other resources) to these programs, informing the various community constituencies of the specific problems which youth face in this transition period, and conducting community forums to better the services presently available to youth. Specific plans will be identified in the colleges' second year application to AACJC.

In addition to providing direct program liaison with the Department of Labor, the AACJC program office offers an information clearinghouse service to the sites, monitors site activities and budget expenditures, gives technical assistance to each site, structures staff development meetings, and links the demonstration sites. These services will also be offered in the second year, with the addition that technical assistance might also be available to non-project colleges interested in establishing their own councils.



PROGRAMS IN PROGRESS AT AACJC

1. Service Center for College-Labor Union Cooperation. A three-year program begun in August 1976 to promote community college-labor union cooperation in six areas: Apprenticeship training, journeyman retraining, pre-retirement education, labor studies, credit for work experience, and increasing utilization of tuition benefits in union contracts. Project director is William Abbott. Department of Labor provides financial support.
2. Community Education-Work Councils. A two-year program to demonstrate how community education-work councils, as proposed by Willard Wirtz in THE BOUNDLESS RESOURCE, may be established with community colleges as the initiators and facilitators. Six communities have been selected to participate in the demonstration. The project will work closely with similar programs at the National Manpower Institute and at the National Alliance for Business. Project director is James Mahoney. Funding is by the Department of Labor.
3. Community College-Postsecondary Area Vocational School Articulation. An 18-month program to investigate community college-postsecondary area vocational school cooperation through a national study of cooperative models, a series of regional conferences on policy issues, and a national assembly. A continuing joint liaison committee will be created by AACJC and AVA, the two cooperating associations in the project. The study will publish a report and a series of case studies in April 1978. Project director is David S. Bushnell. The USOE Bureau of Occupational and Adult Education is providing financial support.
4. Occupational Safety and Health Administration Program. In its third year, this project works with community colleges to provide training in occupational safety and health to employers and employees in small business and in high accident areas. Consultant services are also provided. Carole Sturgis is director. Financial support is provided by OSHA in the Department of Labor.
5. Paralegal Education Project. A four-year curriculum development project to design and test courses to prepare persons for careers as paralegals. Six colleges serve as demonstration program sites. The program is in its fourth and final year. Kenneth G. Skaggs is project director. The U.S. Office of Education provides financial support.
6. Servicemen's Opportunity Colleges. A joint project with the American Association of State Colleges and Universities, acting on behalf of a number of other associations in higher education, to serve educational needs of servicemen. Nearly 400 two- and four-year colleges participate. AASCU serves as fiscal agent. James Nickerson is project director. Department of Defense and Carnegie Corporation support the program.

7. Demonstrating Career Education in Community Colleges. A survey will be conducted to identify exemplary career education practices. Based on the survey responses and visits to 10 colleges with exemplary practices, five community colleges will be selected to serve as demonstration colleges. Each demonstration college will conduct a regional meeting to explain and encourage the use of career education practices that are integrated into the total operations of each college. Richard E. Wilson is project director. The U.S. Office of Education provides financial support.
8. Counseling and Testing Inventory for Women in Two-Year Colleges. This project will develop and distribute two publications. One will be a counselor's handbook commenting on career interest/aptitude testing state-of-the-art, and a six-point guide for sensitive, non-sexist career counseling. The second publication will be a pamphlet containing an inventory of non-sexist information and recruitment/admissions practices, with recommendations for implementation. Carol Eliason is project director. The U.S. Office of Education is providing financial support.
9. Office of Veterans' Affairs. A program to compile and disseminate information to academic institutions and other cooperating agencies for use in planning programs for veterans. The program also hosts conferences that bring together federal agencies concerning veterans and administrators of college programs. William E. Lawson is director. The program is supported by the Carnegie Corporation and the Department of Defense.
10. Study of Community College-Public Library Cooperation in Humanities Education. A joint study with the American Library Association. Surveys will be sent to community colleges with follow-up to librarians identified in the initial survey. Examples of cooperative efforts will be solicited and reported in a publication for dissemination to community colleges and librarians. Sandra Drake of the AACJC Research Unit is project director. The National Endowment for the Humanities is providing financial assistance.
11. National Center for Community Education. A center to advance cooperation between community colleges and community schools. Cooperation with other community-based organizations is also promoted (park and recreation departments, etc.). Internships are supported. Suzanne M. Fletcher is project director. Support comes from the Charles Stewart Mott Foundation.
12. Older Americans Program. A three-year program to establish a network of community colleges that will initiate centers for development of paid and voluntary participatory roles in education, business and industry, and government agencies for older Americans. Jeanne B. Aronson is director. The Edna McConnell Clark Foundation is providing financial support.
13. Community Forums in the Humanities. Courses by Newspaper materials are used by 12 community colleges as subjects for community forums in the humanities. The program demonstrates how to conduct community forums and promotes the innovative use of CbN materials. Diane U. Eisenberg is project director. National Endowment for the Humanities provides financial support.

memorandum:

TO: AACJC MEMBER PRESIDENTS FROM: EDMUND J. GLEAZER, JR.
September 27, 1976

AACJC Career Education Study Committee supported by the U. S. Office of Education will meet here November 11-12 to review Association programs and recommend future career education initiatives. Members of the study committee are Fred J. Brinkman, president, Los Angeles Trade-Technical College, California; Don C. Garrison, president, Tri-County Technical College, South Carolina; Walter M. Hartung, president, Academy of Aeronautics, New York; and William Ramsey, district director, Milwaukee Area Technical College, Wisconsin. Your suggestions to these committee members will be appreciated.

AACJC is seeking a director of a new two-year project that appears likely to be funded within the next month. The project will encourage community colleges to establish community education-work councils to improve cooperation among educational, business, and labor organizations. The idea of better relating education with the world of work through cooperative relationships is described in the book, The Boundless Resource, by Willard Wirtz. The project will include five community colleges as demonstration colleges. In addition, it will work with other community colleges across the country by providing technical assistance and resource materials. If you know someone who would be interested in this assignment and well qualified to direct the project, please send your recommendation to Richard E. Wilson, vice president for programs, AACJC.

A decision in the Endress v. Brookdale appeal has reversed the ruling of the earlier court which awarded punitive damages to be paid by the college's individually named trustees to Endress. The plaintiff was an instructor dismissed by the college. Her reinstatement, ordered by Superior Court, was upheld in the appeal decision. Punitive damages to be paid by the college president to Endress were reduced by the appeal decision. Also compensatory damages to be paid by the college to the plaintiff were reduced. The decision was given by the Superior Court of New Jersey, Appellate Division, on August 27. Judge Seidman delivered the opinion. The Presidents Memorandum of January 9 noted that AACJC joined in an amicus curiae brief submitted to the appeal court arguing that punitive damages should not be assessed trustees where there has been no actual malice proven.

Attached is a document describing Concerned Citizens for Community Colleges, an organization proposed by Dale Ensign, a public member of the AACJC Board. CCCC is in process of development under the leadership of Mr. Ensign. He is a vice president of Husky Oil Company and is in charge of the company's governmental relations in Washington. Paul Yorkis, also a member of the AACJC Board, and members of the AACJC staff have assisted in development of the plan. Your comments and suggestions will be welcome.

Reviewers for the National Science Foundation are being sought by Bill G. Aldridge who is working for the foundation while on leave from St. Louis Community College District. Dr. Aldridge suggests additional reviewers be sought from the ranks of community college chief executive officers or development officers who have science backgrounds (physical, biological, social, political, history of science, economics, etc.) Forms for nominating NSF reviewers (NSF form 428) are available from AACJC or from Dr. Aldridge at the foundation.

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The Offender Assistance through Community Colleges program completed its two-year grant August 31. Three demonstration colleges participated: Florida Junior College at Jacksonville; Central Piedmont Community College, Charlotte, North Carolina; and Community College of Denver, Colorado. The reports of the national director and the national evaluator indicate that the project was a success.

Of the 712 students in the program, 445 were first time convicted felons, the project target population. The remaining 267 participants were parolees and offenders in other judicial statuses.

Based on individual college budget awards, the per student cost for the program was \$149.43. This figure compares with the \$600 average annual cost of probation services and the approximately \$7,000 yearly expense of incarceration. Only 27 (6.1%) of those enrolled were charged with a new offense.

More than half of the target enrollments received standard college financial aid. Student enrollments were nearly equally distributed among ABE, GED, academic, and occupational courses. All three colleges plan to continue their programs.

The ERIC system contains the project's literature search and final report. A directory of postsecondary institutions conducting offender programs is available from AACJC.

The Academic Collective Bargaining Information Service, which is sponsored by AACJC, will arrange, upon request, seminars to learn specific skills in academic collective bargaining. ACBIS seminars will focus on specific aspects of collective bargaining, such as topics within contract administration, pre-negotiation strategies and bargaining table tactics. Seminars will be held in Coffeyville, Kansas, and Minneapolis, Minnesota, in November and December. These meetings are by invitation only and participation is limited to representatives from the community colleges that requested the seminars. Community colleges interested in having ACBIS conduct seminars for them should contact Frank Gerry, educational coordinator, ACBIS, 1818 R Street, N. W., Washington, D. C. 20009, telephone: 202-387-3760.

A program for older Americans has been proposed to a private foundation. It seems likely that the Association will receive funds to operate a three-year program, beginning in January, 1977, that will encourage the utilization of older Americans as volunteer and part-time employees. This project will work with community colleges to better serve older Americans by: (1) directly employing them as volunteers, (2) providing special programs to prepare older Americans for voluntary employment in other organizations and industries, and (3) offering placement services for older Americans who are interested in voluntary and part-time employment. If you know of someone who is well-qualified and would be interested in directing this project, please send the name and information to Richard E. Wilson, vice president for programs, AACJC.

The enclosed brochure gives the schedule of topics and other information about 1977 Great Decisions series sponsored by the Foreign Policy Association. Many unity and junior colleges use Great Decisions in classes and as a community

service program. By the end of September, the Foreign Policy Association will have organizational manuals, posters, new promotional brochures and other aids for publicizing in your community. There is no charge for the promotional and organizational aids; the program booklets (published the first week in January) cost \$4.00 for a single copy with discounts offered on quantities. For further information, write to Joan C. Davis, Director of Community Programming, Foreign Policy Association, 345 East 46th Street, New York, New York 10017.

The 1976-77 Membership Directory and the July 1976 Organizational Brochure are enclosed. The Directory also contains the Association's constitution and bylaws as well as some of the general policies governing the operation of the AACJC. The new organizational brochure contains information on the current organization of the Board of Directors and the headquarters staff. We think you'll find these publications very useful in reviewing the current work of your association.

A Guide to Seeking Funds from CETA is a new booklet that contains the nine basic steps to follow in applying for federal funds under the Comprehensive Employment Training Act of 1973. It is free. Write to the U. S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D. C. 20210.

The 1976 Federal Affairs Workshop has been set for December 8-10 at the new Hyatt Regency Hotel in Washington, D.C. Co-sponsored by AACJC and the National Council for Resource Development, the workshop will review the latest developments in federal legislation and federal funding programs, and will include small-group sessions on resource development techniques. Numerous federal agency representatives will be present for individual discussions on selected programs. Also featured will be a reception on Capitol Hill and a luncheon address. Presidents are encouraged to attend the workshop as well as resource development officers. Special sessions relating to the president's perspective on resource development have been scheduled. For further information contact the Office of Governmental Affairs at AACJC.

Congress plans to adjourn October 2 if enough of its work is done by that time. Thus there is a great rush of activity on the Hill. The conference on higher education and vocational education is in its third week, and conferees hope to finish by September 24, in time to get these programs into law before adjournment. Labor-HEW appropriations (not including most higher education programs which must be handled separately) are on the President's desk. A veto is expected and a vote to override may take place September 28 or 29. This bill includes funds for vocational education state grants, CETA, and health programs. A full report on this and much other legislative activity will be given in an AACJC "Special" shortly after adjournment.

Errata: In our Memorandum of September 1, 1976, p. 3, information offered on the availability of "New Expectations for Fair Practice," by Elaine H. El-Khawas, was misleading. The announcement should have read: Single copies are free on request from the Office of Academic Affairs, American Council on Education, One Dupont Circle, N.W., Washington, D. C. 20036.

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The Board of Directors will meet in Kansas City, Missouri, November 22-23, 1976. Two committees of the Board, the Panel on Association Vitality and the Committee on Directors, will meet prior to the full Board sessions. Included in the agenda for the meeting are the following items:

- Adoption of the Association budget for 1977.
- Further discussion on the program of Concerned Citizens for Community Colleges.
- International education programs for the next several years.
- Review of the Association's policies concerning annual elections and the continuity of leadership.
- Reports from the President's Academy, Commission on Governmental Affairs, the four committees of the Board, and the president of the Association.

The AACJC Procedural Policy on Resolutions is enclosed with this Memorandum. Note that any proposed resolutions should come from institutional representatives and that they should be submitted prior to February 11, 1977.

A grant from the U. S. Office of Education, Bureau of Occupational and Adult Education, will support a joint program between AACJC and the American Vocational Association to promote cooperation between community colleges and postsecondary area vocational schools. The 18-month program began September 15. As announced in the September 1 Memorandum, the search of a director is in progress. The program will involve a study of policies that facilitate cooperation, five regional conferences, and a national assembly to produce policy recommendations. Project offices will be located at AACJC.

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 24 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES